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# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



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# JUNIOR COLLEGE JOURNAL

Volume XX

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## *The Fledgling Takes Flight*

### EDITORIAL

FOR about forty years, the senior college and university people, bound by traditional thinking, viewed the junior college with attitudes ranging from virtual contempt . . . to scepticism . . . to amazement at the persistent and consistent development of the junior college movement. Now, the junior college has "arrived." The fledgling took wing in spite of an academic atmosphere that was for the most part unfriendly. With proper guidance, its flight is destined to be long and healthy. We, who are interested in junior colleges, *must* assure its future.

During these formative years, the philosophy of the junior college has crystallized around two functions: to give superior training to those students who will eventually take the baccalaureate degree and to give the best possible training to those students who are not looking toward a degree.

For those students seeking a degree, the junior college offers curriculums paralleling fairly closely the freshman and sophomore years of university work. In performing this function, we must set out deliberately to do a better job than the universities. Through individ-

ual attention to our students, we can do a better job than the universities with their large enrollments. In the pre-professional program, the junior college can tamper less with traditions than it can in the curriculums for terminal students; however, it can and must experiment on occasion.

Although the junior college has a definite function in its preprofessional training, the strength of the junior college movement lies in its furnishing adequate preparation to those students who are not concerned with the baccalaureate degree. In this terminal function, the program must be as broad as the needs of the community in which the college is located. There is, and ought to be, wide divergence from fixed patterns. Indeed, it is scarcely proper to speak of the terminal functions of junior colleges as offering a program of education. A junior college must offer *its own* individual program to meet the needs of *its own* particular students and *its own* community. The terminal curriculum of a junior college located in a California city would scarcely meet the needs of a community college located in Washington, D.C., or in a

rural area in Texas. It is in this flexibility of curriculum that the strength of the junior college is found. This flexibility may result in courses ranging from semiprofessional and purely vocational to elective terminal curriculums in general education.

Junior college leaders have recognized that strength lies in mutual recognition and understanding of individual differences. The solidarity of the American Association of Junior Colleges has been due in a large measure to this recognition. Once these natural differences were recognized, leaders in the Association through a decentralization policy have provided a working program encompassing every type of junior college.

The efforts of five standing committees, working under the direction of a competent director of research and service, are largely responsible for the effectiveness of the Association and for bringing order out of what might have seemed like chaos in the junior college movement. These five com-

mittees deal with problems in Administration, Adult Education and Curriculum, Legislation, Student Personnel, and Teacher Training.

These committees together with the Director of Research and Services, working through the Executive Secretary of the American Association, must and do stand ready to furnish leadership wherever leadership is needed. States in which no legislation exists for control and support of public junior colleges should be encouraged to consult the office of the American Association of Junior Colleges. Those states that contemplate changes or need changes in existing legislation, should likewise feel confident that they can find help in our national office.

There is, however, nothing sacred about the work of these committees nor about the decentralization policies as development continues. Progressive-minded leaders should not hesitate to change the organization as conditions demand.

—Curtis Bishop.

# Successful Transfer in Engineering

H. P. RODES

THE trend toward wider acceptance of junior college graduates with advanced standing by schools of engineering is gaining ground in many states. California, however, has probably made more progress toward a coordinated program for junior college pre-engineering work than any other state.

For the past few decades, the youth of California have been provided with the opportunity to obtain free public education through the 13th and 14th grades. In addition to the state colleges and state university, this opportunity has been made possible by the existence of public junior colleges located strategically throughout the state. In the fall of 1948, these junior colleges, 50 in number, enrolled a total of 54,584 full-time students,<sup>1</sup> plus more than 125,000 part-time and evening students.<sup>2</sup>

In March of 1948, a Survey Committee, under the leadership of Professor George D. Strayer of Columbia University, submitted "A Report on the Needs of California in Higher Education." Included in this report was a statement of the six specific purposes of a junior college, as formulated by the California Junior College Association and approved by the Strayer Committee: terminal education, gen-

eral education, orientation and guidance, lower division training, adult education, and removal of matriculation deficiencies.<sup>3</sup>

The objective of primary pertinence to a discussion of junior college transfers in engineering is "Lower Division Training," which was defined in the report as follows:

"Each junior college should provide lower division or the first two years of senior college work for the limited number of students who plan transfer to a university after completing two years in junior college. This training should be broad enough to include the lower division requirements in the liberal arts, scientific, engineering, and other professional fields."<sup>4</sup>

The University of California offers professional engineering training on three campuses—Berkeley, Davis, and Los Angeles. For many years, the University has admitted qualified junior college graduates to full junior standing in engineering. Confronted with their share

<sup>1</sup>C. D. Chretien, "Registration Data for California Institutions of Collegiate Grade, Fall, 1948," *California Schools*, XX (May, 1949), 124.

<sup>2</sup>*Junior College Directory* (American Association of Junior Colleges, Washington, D. C., 1949), 5.

<sup>3</sup>George D. Strayer et al., "A Report of a Survey of the Needs of California in Higher Education," Submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education, March 1, 1948, 5-6.

<sup>4</sup>*Ibid.*



of the nationwide admissions problems during the past few years, the colleges of engineering of the University of California were forced to decide whether they would maintain a constant ratio of upper division to lower division enrollment or whether they would expand the enrollment in the junior and senior years by entrusting to the junior colleges a larger share of the responsibility for freshman and sophomore training in engineering. On the basis of previous satisfactory experience with junior college graduates, it was decided to do the latter. Accordingly, by the fall of 1948, enrollment statistics for the College of Engineering at Berkeley revealed the following pattern:<sup>5</sup>

Freshmen .....	267
Sophomores .....	435
Juniors .....	1128
Seniors .....	1009

It will be noted that this pattern is quite the opposite of what was formerly considered a normal enrollment pattern. Instead of experiencing the usual decrease in enrollment after the freshman year due to failures and dropouts, these statistics show that 422 per cent more students were enrolled in the junior year than in the freshman year. Stated differently, it is apparent that the great bulk of applications for admission to the College of Engineering are processed for enrollment in the junior year. This, of course, is due primarily to an

increased dependence upon the junior colleges for providing the work of the freshman and sophomore years.

Any college of engineering which shares the responsibility for engineering education in this fashion, however, cannot expect to concentrate upon upper division and graduate study and give no further thought to lower division preparation. Increased reliance upon the junior college goes hand in hand with an increased obligation to share with the junior college the development of freshman and sophomore courses which will prepare its students adequately for transfer to the junior year in engineering.

The University of California is attempting to fulfill this obligation in a variety of ways:

1. For the past two years a Pre-Engineering Liaison Committee has been actively engaged in the crystallization and solution of many of the problems which confront the colleges preparing students for transfer to one of the University's colleges of engineering. The term "pre-engineering" is now generally accepted by educators throughout the state as including the freshman and sophomore years of engineering education. The Pre-Engineering Liaison Committee contains members who represent instructors and administrators from the junior colleges, private colleges, State Department of Education, and the University. The major activities

<sup>5</sup>"Summary of Enrollment Statistics, October, 1948." (University of California, College of Engineering, Berkeley.) (Mimeographed.)

of this Committee include the following:

- a. Comprehensive descriptions of lower division engineering and related courses are now being exchanged by colleges which offer the freshman and sophomore years of engineering training.
- b. Appropriate summer session, extension, and correspondence courses are being established for instructors of lower division engineering and related subjects. As an illustration, the University's Engineering Extension Division will offer four-weeks Institute in Engineering Graphics during the 1950 summer session on the Los Angeles campus. This course will carry 4 units of credit and will combine the study of recent innovations in engineering graphics with teaching methods. Enrollment will be open to interested college and junior college instructors throughout the country.
- c. A Pre-Engineering News Bulletin is distributed from time to time as the need arises. In the past, this Bulletin has included such items as information about the entrance examinations required for admission to the colleges of engineering, a reference list of timely publications of interest to engineering instructors and students, and changes contemplated in course content and curriculums at any of the engineering colleges.
- d. This fall, one-day conferences of pre-engineering instructors were held in the northern and southern sections of the state. These conferences were attended by instructors of lower division engineering, mathematics, chemistry, and physics courses from the colleges of engineering as well as from the junior colleges and private colleges. The topics discussed at these conferences were suggested by the instructors themselves on a questionnaire which

was distributed to pre-engineering colleges throughout the state.

- e. The Pre-Engineering Liaison Committee was able to initiate a change in the requirements for junior college teaching credentials which enables the graduates of engineering colleges to obtain such credentials with greater facility.
- f. The location of the University's engineering entrance examination centers was revised to meet the needs of students in colleges in remote areas of the state.

2. The University of California is constantly refining its method of admission to the junior year in engineering. At present a battery of tests lasting one full day is required of all applicants for admission to the upper division courses in engineering including those applicants who have completed their first two years of training at one of the University's colleges of engineering. These tests attempt to measure achievement in five subject fields—English, mathematics, physics, chemistry, and engineering drawing.

Prediction studies, recently completed for transfer students admitted to the junior year in engineering during 1947, revealed a correlation coefficient of  $+0.630$  between the total scores on these tests and subsequent grades in engineering courses. The correlation between grades in lower division engineering courses and subsequent grades in upper division courses was  $+0.643$ . By combining previous grades in a two-to-one ratio with the total scores on the junior status engineering tests, a

correlation coefficient of  $+0.702$  was obtained. This means that success in the upper division engineering curriculum can now be accurately predicted 76.7 per cent of the time, or in better than three cases out of four.<sup>6</sup>

A study of the comparative performance of junior college transfers and native students on these tests indicated that there is no significant difference between the two groups. In other words, engineering students who have completed the first two years of study in a junior college do about as well on these tests as students who took their lower division training at the University of California.

It is apparent that the junior colleges are able to perform a valuable service to the engineering colleges in the matter of student selection. The junior colleges recognize, however, that the use of reliable and valid examinations for admission to the junior year in engineering enables junior college counselors to implement the selection process more effectively.

3. The University of California also is attempting to share the responsibility for engineering education by providing the junior colleges ample opportunity for experimentation with the lower division engineering curriculum. The changes which have taken place recently in the first two years of engineering instruction lead to the

conclusion that a completely standardized lower division curriculum is neither possible nor desirable. Moreover, the intellectual stimulus provided by appropriate course experimentation is essential to the professional growth of the administrators and faculty members alike. This is true to as great an extent in our junior colleges as it is in our professional schools of engineering. The engineering colleges which now share or intend to share with the junior colleges the responsibility for lower division instruction must permit and encourage appropriate experimentation, both within and without the common core of basic preparation in such subjects as mathematics, physical science, graphics, and mensuration.

A recent survey of the course offerings of the California junior colleges revealed that all except a few of the smaller colleges are now offering lower division courses in engineering which parallel those offered by the University. Nevertheless, the University's colleges of engineering are actively encouraging the junior colleges to prepare students for upper division work in engineering in any way they see fit. This encouragement has been rendered effective in two ways—by avoiding any prescription of course content for admission to the junior year in engineering and by adopting a liberal transfer policy which permits the qualified graduates of a junior college terminal or technical institute type curricu-

<sup>6</sup>H. S. Moredock, "Prediction Studies." (University of California, College of Engineering, Berkeley, 1949.) (Mimeographed.)



lum to enter the colleges of engineering with advanced standing. Concerning the latter, the University's Board of Admissions has adopted the following statement of transfer policy, upon recommendation of the college of engineering:

"Students who wish to transfer to the College of Engineering from a technical institute or a junior college technical-terminal program will be expected to meet the existing University requirements for admission to the freshman year. In consultation with a faculty advisor, placement in engineering courses will be determined by the student's previous scholastic record and his performance on an appropriate aptitude or achievement test. After he has demonstrated his ability to do the work required with a satisfactory grade point average, the College of Engineering will evaluate his non-certificate terminal courses and recommend transfer credit for them to the extent that they are found to have served the student as preparation for his advanced work in engineering."<sup>7</sup>

This policy has been used already and with apparent success. Several graduates of technical institute type curriculums who indicated interest and ability in professional engineering have been admitted to the college of engineering with advanced standing of from one to four semesters. The scholastic records of students thus admitted have not differed significantly from those of students admitted with the normal pattern of lower division engineering subject matter. Whenever the graduates of a technical institute type program provide valid evidence of being able to complete satisfactorily the upper divi-

sion curriculum, it is difficult for an engineering school to justify arbitrary requirements of course content for admission with advanced standing.

4. Another indication of the University of California's method of sharing lower division instruction in engineering with the junior colleges is the frequency of mutual visits with representatives of both the junior colleges and the colleges of engineering. It is not uncommon for the deans of the engineering colleges to visit a junior college upon invitation to discuss with engineering instructors and counselors any specific transfer problems.

5. The recent appointment of a member of the college of engineering faculty as Assistant Director of Relations with Schools has facilitated the communication and coordination between the junior colleges and the University. If this method of assigning responsibility for liaison activities continues to be mutually satisfactory, it might well be considered by other schools of engineering as a possible approach to the improvement of coordination with the junior colleges.

Although such devices as the five outlined above are important to any program of adequate cooperation between a school of engineering and the junior colleges,

<sup>7</sup>"Minutes of the Board of Admissions and Relations with Schools, December 3, 1948. (University of California, Berkeley.) 7 (Mimographed.)

these techniques are valueless unless the administrative and instructional staffs of both types of institutions are sincerely desirous of developing a mutually satisfying arrangement. If key staff members of an engineering school are prejudiced against those students who have transferred from a junior college—or if the junior colleges recommend students of doubtful ability for transfer to a college of engineering—any efforts to effect a satisfactory transfer procedure and understanding are bound to end in failure. On the other hand, the experience of the past few years—and the situation in California is merely one example—has proved that a policy of mutual cooperation and understanding can result in a junior college transfer arrangement which is beneficial to the schools of engineering as well as to the contributing junior colleges.

By way of summary, the benefits which accrue to a college of engineering that participates in a junior college transfer arrangement include the following:

1. By assisting and encouraging the junior colleges to provide freshman and sophomore instruction for most of its potential student body, a school of engineering can offer better instruction, both in quality and quantity, at the upper division and graduate levels.
2. The high rate of student mortality, for which engineering schools have long been notorious, can be decreased significantly by depending upon the junior colleges for the selection of upper division engineering students.

Moreover, the student who formerly would have left a school of engineering with the unfortunate label of "failure" has an opportunity in the junior college to shift into one of the many technical institute or vocational curriculums in which his technical interests and aptitudes might be successfully developed.

3. Because more attention can be given to individual students in the junior college and a better opportunity to make up subject deficiencies is provided for them, a number of outstanding students who might have dropped by the wayside had they attempted to enter a school of engineering at the freshman level have been salvaged for the engineering profession.
4. The high quality of conscientious instruction which takes place in many of our junior colleges has set a fine example for the instructors in our schools of engineering, some of whom have a tendency to treat the courses of the freshman and sophomore years as being of lesser importance than those of the upper division and graduate years.
5. Studies of relative performance have indicated that junior college graduates do just as well, both in the examinations for admission to the junior year and in the subjects of the junior and senior years, as do those students who have completed their lower division work in a college of engineering.

These five factors, plus many others of lesser importance, explain in part why approximately 60 per cent of the engineering graduates at the University of California in June of this year completed their lower division work in engineering at a junior college. This percentage will probably be even higher within the next

ten years.<sup>8</sup> It will not approach 100 per cent, however, due to the fact that it is considered imperative to retain a small pilot group of freshman and sophomore engineering students in the colleges of engineering for two reasons: (1) to permit further experimentation with the lower division engineering curriculum, and (2) to avoid any possibility of having the instructors of upper division engineering courses exert pressure upon the junior colleges for an unreasonable increase in student achievement.

In conclusion, the experience of the University of California with junior college transfer students has been most satisfactory. Although the conditions which have made this possible include the existence of a statewide system of junior colleges, it is believed that appropriate variations of the Cali-

fornia plan could be employed to advantage by engineering schools and junior colleges in other areas.

As Dean Thorndike Saville of New York University has said, "The establishment of many more community or junior colleges seems to be inevitable. . . . A trend already stimulated by the pressures of veterans' education will continue, and more and more both economic and intellectual factors will accentuate this trend. It will be possible to reduce the size of our freshman and sophomore classes (in engineering), where mortality has long been almost scandalous, and to provide better qualified upper class students."<sup>9</sup>

<sup>8</sup>"The University of California in the Next Ten Years," *Proceedings of the University of California's Fourth All-University Faculty Conference, Davis Campus, April 28-30, 1949*. (University of California Press, Berkeley, 1949), 8.

<sup>9</sup>T. Saville, "New Horizons in Engineering Education," *The Journal of Engineering Education*, XXXIX (March, 1949), 344-354.



# *Terminal Curriculums Offered in Public Junior Colleges in the United States*

M. A. HILLMER

A STUDY was made of the number of students enrolled for terminal curriculums in public junior colleges throughout the United States during the 1947-1948 school year. Prior to this study, the most recent data on terminal curriculums were published by Eells in 1941.<sup>1</sup> Another study in this field was reported by Christensen in 1932.<sup>2</sup>

This most recent study, made in 1947-1948, undertook to ascertain the present status of enrollment in terminal curriculums in public junior colleges. Check lists requesting information on the number of students enrolled in each terminal curriculum were mailed to the 313 public junior colleges.

Responses were received from 148 of these institutions. There were 118,722 students enrolled in these 148 institutions in the fall of 1947.

Of the 148 institutions from which check lists were received,

<sup>1</sup>Walter C. Eells, *Present Status of Junior College Terminal Education*, (Washington: American Association of Junior Colleges, 1941), 239.

<sup>2</sup>Alfred Christensen, "The Student Body in Public Junior Colleges," *Junior College Journal*, III (October, 1932), 13-16.

<sup>3</sup>*Ibid.*

<sup>4</sup>Eells, *op. cit.*

104 submitted figures on enrollment in terminal curriculums and showed 47 per cent of their student bodies enrolled in these courses. In 1931, Christensen had found only 20 per cent of students in public junior colleges enrolled in terminal curriculums;<sup>3</sup> in 1938-1939, Eells had found 35 per cent.<sup>4</sup>

To analyze the distribution of enrollees in terminal curriculums, a five part grouping was made, and figures for the year 1947-1948 were compared with those for the years 1930-1931 and 1938-1939 as shown in Table I.

It can be seen that the general cultural curriculum in this most recent study leads in enrollment with over half of the terminal students in this course of study. Distributive education curriculum ranks second in student enrollment with slightly over one-fifth of the students following this curriculum. Trade and industrial curriculum ranks third with one out of every eight terminal students following this course. Tying for fourth place are agriculture and homemaking with approximately one of every sixteen terminal students following each of these vocational courses.

Generally speaking, the rank

TABLE I. PERCENTAGE DISTRIBUTION OF ENROLLMENTS IN TERMINAL CURRICULUMS FROM STUDIES BY CHRISTENSEN (1930-1931), EELLS (1938-1939), AND HILLMER (1947-1948)

CURRICULUM	Christensen		Eells		Hillmer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
General Cultural	1,173	38	7,065	23	30,053	52
Distributive Education	844	28	12,980	43	11,792	21
Trade and Industrial	315	10	3,915	13	7,332	13
Agriculture	29	1	1,631	5	4,048	7
Homemaking	85	3	3,909	13	4,028	7
Miscellaneous	606	20	761	3	-----	-----
Total	3,052	100	30,261	100	57,253	100

order of these curriculums in terminal enrollments is the same according to Christensen's study and Hillmer's data. It is interesting to note some deviations, however, in Eells' study of 1938-1939 where almost half of the students were enrolled for the distributive education curriculum. It is also interesting to see that in Eells' data homemaking is shown to have had a proportionately higher enrollment than in either of the other two studies.

The data concerning enrollments in the general cultural curriculums would seem to reflect a widespread attempt on the part of the public junior colleges to increase the emphasis on general education. This reflection is offset, however, by a second possibility. It could be that the students who begin work in other curriculums and are

unable to complete the required courses in the curriculum originally selected are shifted to general cultural curriculums to allow the students to graduate.

Terminal enrollments, it can be noted in Table I, have almost doubled in a decade, and are almost 20 times their number in 1931. In relation to the overall enrollment in public junior colleges, terminal enrollments have also increased, having been 20 per cent of the total enrollment in 1931, 35 per cent in 1938-1939, and 47 per cent in 1947-1948.

The 1947-1948 study reveals that the largest enrollments in terminal curriculums are found in the locally controlled public junior colleges, the next largest in the district junior colleges, and the third largest in the state controlled junior colleges. California, Illinois,

and Texas have more students enrolled in terminal curriculums than all the other states combined.

*Recommendations*

In the offering of terminal curriculums, it is recommended that the colleges continue to respond to local needs. It is also recommended that further study be made to de-

termine whether the high percentage represented by the enrollment in the general cultural curriculum is indicative of increased interest in general education on the part of junior college faculties or whether the general cultural curriculum is used to salvage students who would not graduate otherwise.



# Accreditation of Vocational Technical College Courses

WALTER J. BROOKING

FUNDAMENTAL to the philosophy of accreditation is the principle that any evaluation should be based upon the extent to which a course serves its *objective*. The objective served by a vocational technical college course—or a terminal course—should be worthy of consideration as a part of a total college course of study, either junior college or four-year college. It should contribute its part to the overall plan for full-time scholastics in college or part-time scholastics whose program includes the completion of either a junior or senior college course of study.

## *Establishing the Objective*

Any vocational technical college course worthy of college credit should be justifiable in terms of a need which the body of knowledge and/or skills taught therein serves. Normally the need to be served by the course is found in vocational pre-employment or work-related educational experience. If the purpose for which the course is established is justifiable as a necessary service in the light of meeting a current and important need, then it may be assumed that the college course can undertake to meet the need justifiably within the college's service to its constituents.

Many of the vocational technical college courses bear the same relationship to industrial manufacturing and allied services, agriculture, or business administration as preparatory courses for the older and more established professions such as doctors, lawyers, ministers, and educators. They meet a real and practical need in today's social structure.

## *Establishing Standards for Evaluation and Accreditation*

The standards for evaluation and accreditation of vocational technical college courses which serve a justifiable need and which may reasonably form a part of a college curriculum may follow the pattern already established for evaluating and accrediting other courses of instruction in colleges. Some of the factors to be considered are:

1. *The course should be described in terms of semester hours.* If it is a course which requires laboratory work, the ratio of laboratory hours to hours of credit may be expected to follow the ratio established in chemistry and physics classes, engineering drawing courses, machine shop, woodworking, or other shop courses taught in engineering schools or teacher training colleges. The precedents are numerous and well-established, and the work might be reasonably considered to be compara-

ble and equally legitimate of accreditation if on a comparable education level. If the course does not require laboratory work, the usual standards of instructor contact plus organized outside study may be applied to vocational technical courses as for other college courses.

2. *The laboratories for vocational technical courses requiring equipment (machine shops, welding shops, printing shops) should be provided with equipment in quantity and quality and up-to-dateness of design to correspond to that which will be used by the individual in applying what he has learned in the course to the situation for which he is training.*
3. *For either laboratory (shop) courses or courses dealing with applied theory, the supporting library content should be considered as an important evaluative factor. The library content should be specifically applicable to the general fields served by the course and should correspond generally to the literature actually used by people in the field toward which the course is directed (trade and technical journals, equipment operation and maintenance manuals, handbooks, and textbooks covering the field).*
4. *A course outline containing a specific statement of the aims and objectives of the course and the general plan of steps to be taken to meet the objective should be constructed. The outline should state the condition of skill or knowledge to be encompassed by the course within the time specified for its duration (1, 2, 3, 4, or 5 semester hours), and the general sequence of learning activities to be accomplished within the scope of the course.*
5. *The qualification of the instructor should be examined. The most important consideration in the evaluation of an instructor of a vocational technical college course is that he be informed and proficient*

in the activity which he is teaching. Often this requires years of industrial experience, particularly where industrial skills will be taught. Proficiency in this area should be considered more important than a college education, though ideally he would have both. He must have, at the beginning of his teaching experience, either the ability to teach or be trained by the school authorities supervising the presentation of the course in the necessary fundamentals of instruction technique. It should be borne in mind that the knowledge and skills in industry are generally taught by unschooled men, yet the results as shown in American industrial accomplishment cannot justly be called ineffective. It should also be remembered that many highly educated college men, even many who have trained in pedagogy, are not effective teachers.

#### *Administrative Considerations*

There are several considerations which the administrator must cope with in establishing vocational technical college courses. Some of them, with suggested answers, follow:

1. *Transferability of credit.* If the vocational technical course is equivalent in content, educational experience, and breadth of application to other college courses such as engineering college laboratory courses, or teacher training college courses, and if the course may be considered to be an integral part of a two or four-year college program or as an elective course, it should be worthy of transfer to any other college program into which it meaningfully could fit. It seems wrong to deny the transfer of college courses meeting the comparative standards described above simply because they are "terminal." If the course is comparable to others which

are accredited, it should command comparable respect and should carry comparable credit.

2. *Accrediting agencies for vocational technical courses.* The same agencies that accredit the rest of the college curriculum should accredit vocational technical courses rather than special agencies. The accrediting agencies which serve the needs and evaluate the standards of a group of colleges serving the common needs of a community on the sub-professional level can recognize the respectable presentations in the vocational technical field.

To establish special agencies to accredit vocational technical courses is objectionable from the administrator's standpoint for two reasons:

1. It sets the vocational technical program apart from the rest of the college program in a way which is undesirable. Many community colleges should have as many or more

students in the vocational technical objectives as liberal arts or preprofessional students. The basic requirements of general education—language, mathematics, science, and citizenship—are the same for all.

2. The problem of presenting the school's program to two separate agencies for accreditation rather than one is an unnecessary duplication of effort and drain on an administrator's time and effort.

If administrators work conscientiously with their overall accrediting agencies and approach the evaluation of vocational technical courses in the light of the foregoing concept of objectives—justification and implementation—the problems can be solved as they have been for other courses which in the past were new, but now are commonly accredited and accepted as college work.

# General Education for International Understanding

S. V. MARTORANA

THE first Conference on the Role of Colleges and Universities in International Understanding was held at Estes Park, Colorado, June 19-22, 1949. Approximately 60 educational organizations joined with the American Council on Education in sponsoring the conference.

Attention at the meeting was centered on a nine-point agenda. Issues confronting higher educational institutions in the task of promoting understanding among nations and the means by which this understanding could be achieved were discussed.

Two sections of the conference were particularly concerned with the role of general education for international understanding. The first of these two discussion groups reviewed the potentialities of development of international appreciation through the curriculum and advisory system of the college. The second section discussed the functions which could be performed by the college extra-class activities.

## *The Curriculum and Advisory System*

The primary objectives to be achieved by a sound program of

general education were established:

- a. the development among students of an awareness of the influence that such factors as history, geography, economic structure, and psychology of the people have in molding the policies of nations and in the development of international society;
- b. the creation of an understanding interest in peoples of other lands;
- c. the stimulation of an appreciation of foreign cultures.

The point was stressed that the student body of higher institutions should not only be well equipped in their chosen academic fields, but should obtain a high degree of international understanding.

To meet the objectives stated, the conference advanced seven recommendations believed to be specific, practical, and applicable to all types of institutions of higher education.

1. *Teaching about international relations should permeate the entire curriculum.* Only by such means can assurance be given that every student will be led to realize how intimately all aspects of life in the modern world are affected by international developments.

2. *Higher institutions should provide a basic foundation course in international affairs.* Even though the potential contributions



of other fields are recognized, there is seen to remain a body of distinctive knowledge necessary for a full understanding of the world today. This field could be designated by the term "International Affairs," and all students should be encouraged to take this basic course in the field regardless of their respective specializations.

Three essential components proposed for the course are:

- a. a survey of the basic factors which influence international affairs;
- b. an analysis of the political organization of sovereign states which peoples have built up to conduct their affairs, the agencies and procedures by which states carry on relations with each other, and the system of power politics that has resulted;
- c. the recent development of international organizations, governmental and non-governmental, and the steady growth of economic and sociological influences tending toward the establishment of a world society.

To be successful in its purpose this basic course must be given by a teacher adequately trained and free to give his time to work in the field of international relations.

3. *Students with or without any vocational interest in the field should be offered the opportunity to obtain a broader training in international relations.* A basic minimum program of concentration is suggested. The seven elements proposed, subject to such modification as may be desirable to meet the requirements of a particular institution or the special interest of a student, are:

- a. the influence of national political

institutions on international affairs—  
a comparative analysis of national governmental institutions;

- b. the functioning of international organizations;
- c. political and social philosophies of world affairs;
- d. the development of legal norms for international conduct;
- e. the problem of war in modern society and the history of the peace movement;
- f. the emergence of dependent peoples;
- g. seminar on contemporary problems and methods of study of international disciplines. This field of concentration may fruitfully draw on other fields for many related courses to supplement the core of its own program.

4. *A basic program of general education should be established.* This program should seek to develop considerable information about the diverse cultures and the international organization of the world. It should also strive to cultivate a sensitivity to world problems and to stimulate an examination of values basic to world understanding. Individual institutions are encouraged to formulate for themselves the criteria and standards of international understanding which they will expect of their graduates.

5. *Provision should be made for teacher training.* It is asserted that effective education of teachers is an indispensable first step in the process of furthering international understanding. With respect to the pre-service education of the teacher, observation is made that the training of elementary and secondary teachers for international appreciation need not differ mate-

rially from the general curriculum recommendations for all higher institutions. Every teacher should make international understanding one of his goals, regardless of his field of specialization. The preparation of competent college teachers, however, is dependent on adequate programs in our graduate schools. Teachers who are able to help students understand the total range of problems and subject matter involved are essential. This, the conference reports, requires the broadest possible preparation—one much broader than has been traditional in graduate study. Scholarly achievement, however, should not be lost.

Administrators and existing faculties are charged with the formulation of in-service training programs which will enable teachers in all subject fields to comprehend the modern world. To implement these in-service programs, the following elements are suggested:

- a. a series of general faculty meetings designed to make every member aware of the problem and to create a willingness to aid in its solution;
- b. a series of workshops to assemble and coordinate information gathered by the various departments for examination, evaluation, and widespread dissemination;
- c. encouragement, by administrators, of all teachers to participate actively in local, national, regional, and international meetings concerned with the development of international understanding;
- d. encouragement of teachers by administrators to take advantage of sabbatical leaves for study and active experience with international affairs,

and to this end that sabbatical leaves be liberalized.

6. *In developing the proposed curriculum innovations, all institutions are encouraged to obtain and utilize the vast fund of pertinent publications of the Department of State and private agencies which are concerned with development of international consciousness.* The need for international affairs textbooks is noted, and the establishment of an organization of teachers of international affairs and other specially interested persons is advocated to stimulate cooperative effort for meeting the need for preparation of textual materials.

7. *Whenever possible, provision should be made for systematic evaluation programs to measure or estimate the acquisition of the basic knowledge and interpretations necessary for understanding the world scene, and the extent to which interests and attitudes become functional in good world citizenship.* Though general agreement on the objectives of the new curriculum area of international understanding is presumed, progress in development of the field will require a considerable continuing emphasis on research and experimentation in the selection and organization of instructional materials and in methods of presenting the materials.

#### *Extra-Class Activities*

Deliberations of the conference section relating to extra-class activities in the program of general

education for international understanding culminated in a series of ten resolutions. In general, these resolutions are structured to commend and encourage further development of certain activities believed to be effective in promoting international appreciation; however, some specific suggestions for improvement of these activities are advanced.

A fully developed program of exchange of personnel between American and foreign institutions is endorsed. This involves the bringing of foreign students and teachers to American educational institutions and the sending of American students and staff members abroad for purposes of travel, study, and work projects. The conference urges institutions to encourage sabbatical and other types of leave for foreign study by faculty members.

Each institution should determine the fields in which it can best train foreign students. On the various campuses, it is contended, the type of program which will be most effective in the promotion of international understanding will depend on the local situation and particularly on the availability of competent directors. Existing and continuing extra-class programs should be utilized wherever possible.

The American Council on Education or some other appropriate agency should survey and publicize existing successful programs.

The conference recognizes the

importance of personal contacts through letters, "pen pals," and other types of individual activities, and urges their continuance.

Wherever possible foreign language houses should be established on college campuses, and information concerning them should be generally circulated.

In many cases, the adoption programs and individualized relief and reconstruction efforts of collegiate institutions are loosely organized and uneconomical. This tends to strain rather than to improve international understanding. It is advocated, therefore, that such relief and reconstruction activities be coordinated through national and international agencies established for such purposes as recommended by UNESCO.

As a means of developing international consciousness and as an effective measure in meeting an important human problem, institutions in cooperation with student organizations and other interested groups are prompted to cooperate in the program of bringing to the United States students and professors included in the ranks of displaced persons. Attention is called to the program of the National Coordinating Council for DP Students, 20 West 40th Street, New York City, and also to the fact that the present law making it possible for DP students to come to the United States expires in 1950.

Finally, the conference recommends that as a part of any international organization of colleges

and universities there be a special section dealing with the general problems of extra-class activities, and that a similar section be set up as a part of whatever national group represents the United States in such an international organization.

#### *Implications for Junior Colleges*

Practically all of the recommendations and proposals advanced by the Conference on the Role of Colleges and Universities in International Understanding can be viewed as mandates demanding the attention of persons responsible for the development and improvement of junior college and community college programs. Unless effort to do so is extended, these institutions may well fall short of the service they can potentially render in the development of international understanding.

Considering those recommendations affecting the curriculum and advisory program, the first implication to be noted is that *effort should be made to develop a permeating consciousness of international issues, values,\* and world cultures on the community college campuses.* Administration, faculty, and students should make a study of the field, ascertain what relationships exist between their respective realms of activity and international affairs, and strive actively to achieve the goals which emerge from such an analysis for each group.

Administration and faculty per-

sonnel, furthermore, should accept the challenge inherent in the conference's second and third recommendations—that *a basic course should be developed in international affairs which every student will be encouraged to include in his program, and that a body of offerings providing a more penetrating and inclusive study of international relations should be made available for those students expressing a deeper interest in the field.* Elements of such a program of concentration advanced in the conference report provide a starting point from which junior college curriculum workers can proceed. Refinements and points of elaboration of the suggestions made will emerge as curriculum research in this area is completed.

To follow the fourth recommendation made by the conference, individual junior colleges should *formulate criteria and standards of international understanding which will be expected of graduates.* The program of general education which has been suggested to meet these goals should be so adaptively constructed as to develop an international consciousness in all students: those terminating formal educational pursuits at the end of the fourteenth year and those continuing to higher levels of education.

Suggestions concerning the pre-service training of teachers for the field of international affairs are more pertinent to graduate schools than to community or jun-



ior colleges. However, several exhortations of the conference lie within the realm of feasible action of community college personnel. Included among these are the proposals that *every teacher should make international understanding one of his goals* and that *teachers should be encouraged to acquire a broad background of pre-service preparation. The furthering of international appreciation among staff members* also should be one of the goals of in-service teacher study programs. The inauguration of such a program would be most timely and would be facilitated by the intensity of current general interest in international affairs.

Avenues for action in following the suggestions that all available materials be used in developing a curriculum for international understanding and that a system for evaluation of the program should be constructed are virtually self-evident. Certainly as a new venture in the offerings of a community college, *the program should be constantly reviewed and evaluated in terms of the objectives for which it is established.* The absence of available instruments for the evaluation of attitude changes and functional manifestation of attitudes verbally expressed presents a real challenge to personnel in community colleges to develop evaluation techniques which can be applied to the program. In this area might well lie an initial point for the launching of a comprehen-

sive program of curriculum analysis and institutional research.

Utilization of the extra-class activities of the college for more effective development of international understanding on the campus may also be enhanced by following the suggestions of the conference. Three suggestions which can well be carried out in junior colleges are:

- a. participation in the program of exchange of students and faculty members with institutions in other countries;
- b. development of a program of campus activities such as international relations clubs, foreign language groups, and similar organizations which actively seek to foster knowledge of other nations and cultures;
- c. cooperation with international agencies which are recommended by UNESCO in establishment and maintenance of campus relief and reconstruction activities for foreign countries.

Many junior colleges in the nation have foreign students enrolled. Institutions located in geographic areas of the nation which make them more readily accessible to foreign students *should particularly determine and publicize fields in which they can best train foreign students.* These institutions should capitalize on their more favorable locations for participation in an exchange program of students and faculty members. Junior college personnel interested in and responsible for such a program should become familiar with the Fulbright Act and its provisions whereby the Government will



assist financially in projects of interchange of personnel by organizations and educational institutions.

*A pervasive campus program of extra-class activity promoting international understanding and involving all types of interested groups of students and faculty is a logical corollary to the development of a curriculum permeated with teaching about international understanding. Appointment of a qualified faculty member to act as coordinator or director of such activities would be a desirable move. Under his leadership, all cooperating student groups would maintain continuous liaison with agencies cooperating with UNESCO, and a coordinated plan of campus activities with definite objectives for*

each participating organization could be evolved.

Creation of a broad civic competence in students is a commonly accepted objective of general education. In our world of today civic competence must be interpreted to include world consciousness or international understanding. The proposals presented by the Conference on the Role of Colleges and Universities in International Understanding provide prime suggestions for creation of forward looking programs for international understanding. Junior colleges and community colleges, in their commitment to the fulfillment of a function of general education for youth, cannot overlook the resources and stimulation that the conference has set forth.

# *Sources and Expenditures of Student Activity Fees in the Community-Junior Colleges of Illinois*

E. M. CURRY

THE amount of money to be spent for student activities in community-junior colleges customarily has been determined by an arbitrary decision of the administration. This amount, once determined, has been collected from the students, or furnished by the allocating board that handles the spending of school funds, and paid into the school account. It is subsequently returned to the students in the form of social and co-curricular activities throughout the year.

This plan is not the most desirable one. An ideal plan, it would seem, would be first to develop a program of co-curricular activities which would contribute to the total educational pattern of the student. This program should be one that comes from the students themselves and has as its purpose the filling of any gaps they feel exist in their total life experiences. Once the program is planned, then funds should be obtained to support the program adequately.

To determine the manner in which the student activities program is being handled at the present time, a study was made of the sources of student activity fees and how the money is returned to the

students at 15 midwestern community-junior colleges, all of which are public coeducational institutions.

The data were gathered by a questionnaire. It was intended that the questionnaire should not be time consuming for the school officials to whom it was directed, and the inquiries were worded so they could be answered by a check mark or by a very short sentence. The colleges were asked to answer questions on the following subjects:

1. What is the source or sources of money received into the activities account?
2. What is the amount charged full-time and part-time students?
3. What per cent of the total budget is used for the various student activities?
4. What items or school activities are received by the students entirely free of any additional charges?
5. What control is maintained over spending the activities money?
6. Is any money used in the form of service to individual students (athletic insurance, school-sponsored trips)?

## *Sources of Student Activity Funds*

Twelve reporting schools secure the major part of the student activities amount from student fees.

Three schools receive the major part of the activities income by direct allocation from the Board of Education. The amount allocated is determined on a certain per cent of the total operating budget. The per cent ranges from two to five per cent, and one school reported that no set amount is established—funds are requested as needed.

Five schools reported that income is received from student activities such as ticket sales from athletic events, sale of school publications, selling advertising for school publications, ticket sales for dramatic productions, and ticket sales to alumni for school social events. Gifts and previous surplus, in addition to income from student operated concessions at athletic events, were reported by one school. The ten remaining schools reported no additional income from any of the sources listed above.

The five schools reporting income from the students' activities named above receive from these sources amounts ranging from 8 to 60 per cent of the total budget. One school said that the amount of the income varied.

#### *Amount Charged Full-Time and Part-Time Students*

Twelve schools reported that students are charged an activity fee that ranges from three dollars to ten dollars per semester. Three schools do not charge a student activity fee.

One school reported that the activity fee is charged to full-time

day school students only. Another said that payment of the activity fee is optional with the part-time students. Three schools reported that part-time students pay a reduced amount based on the number of credit hours carried. In each of these cases the amount charged was five dollars, and part-time students paying this amount were entitled to the same rights and privileges as the full-time students paying a larger amount.

#### *Per Cent of the Total Activities Budget Allocated to the Various Student Activities*

*Athletics.* Athletics received a substantial part of the total student activities income. Twelve schools reported per cents of the total budget spent for athletics ranging from 10 to 90 per cent. The average amount of the twelve schools was 30 per cent. Two schools reported the per cent as "varying," and one did not participate in interscholastic athletics.

*Student Assemblies and Special Programs.* Nine schools reported an allocation for student assemblies and special programs. The per cents of the total budget ranged from none to 20 per cent, with the average being seven and one-half per cent. Two schools reported that no fixed per cent was established, and four schools allocate no money for assemblies or special programs.

*Student Lounge or Recreation Room.* Two schools reported no fixed amount on this item. Seven

schools did not answer. Two schools used three per cent of the total income for equipment and magazine subscriptions. One school reported one-half of one per cent of the total activities budget used for this item. Two schools used two per cent of the budget. One reported that the school board finances the student recreation room.

*School Functions.* Eleven schools reporting the per cent of the total budget used had a range from 2 to 38 per cent. One school did not answer, one was not organized, and two reported that there was no fixed amount. The average used for student social functions was 20 per cent for all schools reporting money used for school social activities.

*Community Service.* In asking a question dealing with community service, it was intended to find out if schools had any policy toward the organized fund raising campaigns that have become a part of every community's life. Five schools reported an amount ranging from 3 to 8 per cent of the total budget set aside for contributions to Community Chest Funds, American Red Cross, Cancer Fund Drive, and other worthy requests for donations. Nine schools did not answer this item, and one school reported that no organization of this nature was provided in the school.

*Publications.* Twelve schools allocate money for the school publications. The per cents given

ranged from 11 to 54 per cent. In amount of money, publications ranked second to athletics. Two schools reported no fixed amount, and one did not have an organized program of publications.

*Library.* Five schools establish a schedule of aid to the school library from the students activity income. The per cent given to the library ranged from 3 to 29 per cent. One school reported no money given to the library; two have no fixed allowance; six did not answer; and one did not have an organized separate college library.

*Items or School Activities Made Available to Students Entirely Free of Additional Charges*

Twelve schools publish a college paper, and each student paying an activity fee is entitled to a copy. The number of issues ranges from four to thirty-four per year. Three schools publish a yearbook. Twelve schools admit all holders of an activity ticket to school athletic events. Nine schools give dances to the student body at no additional cost. The number of free dances varies from four to ten per year. Seven schools have an all-student outing in the fall and spring semesters. Eleven schools make student assembly programs of paid lecturers or entertainers available at no additional cost.

*Control Maintained Over Spending the Student Activities Fund*

In five schools the allocation of money to student activities is determined by the student council. Five

schools report the allocation is made by a faculty board of control. Three schools use a student-faculty committee. In two schools the division is made by an administrative officer of the school.

In nine schools, the allocation must be approved by the chief administrative officer of the college. One school reports that the budget is approved by the faculty advisor to the student council. The superintendent of schools must approve the budget in two schools. In one school, the control is maintained by the student-faculty committee; and in another, the faculty committee on student activities approves the activities budget. One school did not answer.

#### *Money Used in the Form of Service to Individual Students*

The purpose of this question was to determine how many schools purchase insurance for members of athletic teams, physical education classes, and school representatives attending conferences. Three schools purchase insurance for athletic teams, and twelve schools do not. One school reports that it plans to purchase athletic insurance beginning next year, and one of the three reporting the purchase of insurance pays one-half the fee and the athlete pays the other half. The insurance program is compulsory for all students participating in athletics.

Nine schools pay both transportation charges and meals to student representatives for conferences. Five schools do not pay

either meals or transportation for students attending conferences. One school furnishes transportation.

#### *Summary*

There does not seem to be a consistent pattern of student activities that is designed to be an important part of the total experience program of the students. Rather, it seems from the reports received to the questionnaire that the community-junior colleges are following the established program of the four-year colleges and universities. It is believed that this conclusion can safely be made inasmuch as the program is dominated by athletics, social activities, and student publications, in that order. These three types of student activities have long been the mainstay of college activities programs.

If the new community-junior college is to meet the larger implications of its title and actually achieve the goals in education established for it, the student activities program must become student centered and quite diversified in its offerings. The student activities program must be of such a nature that all students may participate, and it must not limit the participation to those students with special talents and abilities in journalism, athletics, or social activities.

#### *Suggestions for the Improvement of the Use of Student Activities Fees*

It would seem that if the stu-



dent activities fees are to serve the best needs of the students, the students should be responsible for the payment of the major portion of the activity budget. Assuming this can be accepted, then the student who supplies the money should be permitted an important voice in determining how it shall be used.

The traditional student activities should be continued, but the emphasis must be on the broader concept of service to all the students. The college administrator should emphasize to the student body the need for returning the money collected in equal amounts to all the students.

One place that offers a great field for expansion is the area of community services. Students would become increasingly aware of the fact that each community member must contribute to the benefit of all.

Offering scholarships under the sponsorship of student activities can become an important phase of the student activities program.

Contributing to those funds that benefit the most students, such as improving library facilities, and student recreation room services and equipment, can reflect interest for the group on the part of

individual students who will take the leadership in such projects.

Student interest in gaining experiences in living for the good of the group and making it approximate adult-life experience will not be gained quickly nor easily. The students' desires will still be in the athletic and social area, hence it becomes essential that the total growth picture be articulated or interrelated with a part of the regular curriculum. One method to do this is to make available to students a course or courses in group guidance and community living. Much can be done in an organized class for group guidance to promote the growth of students toward adult reactions to life problems. If the curricular offering in group guidance and orientation is to be made a part of the student activities program, it would seem that the greatest value could come from it if the instructors of the class were those instructors who were key people in the activities program.

It is believed that only by working toward the aim of "doing that which is best for all" in the activities program will make it possible for the student activities to serve the educational needs of the students.

## *Junior Colleges of Louisiana*

RODNEY CLINE

ONE of the several ways in which junior colleges may be established and controlled is the plan whereby the junior college functions as an integral part of a state university. Under this arrangement, the administrative authorities of the university have control over all affairs pertaining to the junior college.

In the state of Louisiana, public junior colleges are, in each case, affiliated with and function as divisions of the State University. The junior colleges of Louisiana, as a result, differ significantly from most other junior colleges with reference to purpose, problems of finance, and adjustment to the problems connected with terminal education.

Northeast Junior College at Monroe, Louisiana, was established as a part of the system of the parish (county) schools in 1931. It was made a part of the State University three years later when the financial burden became too heavy to be borne locally.

John McNeese Junior College located at Lake Charles, Louisiana, was established in 1939. It was from the beginning a part of the State University.

Francis T. Nicholls Junior College at Thibodaux, Louisiana, was opened in September, 1948. It, too,

has been a part of the University from the beginning.

It has been alleged that through the establishment of junior colleges the University was seeking to control all higher education in Louisiana. This allegation is not supported by the facts. In each case, the locality rather than the University was the aggressor.

There actually has been some reluctance upon the part of the University officials to accept responsibility for junior colleges created by acts of the State Legislature. In the case of the Francis T. Nicholls Junior College, there was a desire—locally—for the establishment of a junior college. Following the expression of this desire, a plan was evolved and implemented by group action culminating in an enactment of the Legislature by which the college should be established and operated by the State University. Thus, willy-nilly, the State University became the parent of another junior college with the possibility that similar events might later transpire in other parts of the State.

It is important to realize that two of the three junior colleges from their beginning (the third almost from its beginning) have had the protection and the prestige

afforded by the financial security and the academic respectability of the parent institution. It is also important to note that the University, being to some extent a reluctant parent, has accorded to the junior colleges less than the full fellowship enjoyed by the senior colleges that otherwise constitute the University.

An examination of the administrative arrangement pertaining to the junior colleges reveals a number of facts that are needed for an understanding of the situation. The University is governed by a Board of Supervisors whose members are appointed by the Governor for overlapping terms of fourteen years duration. The President of the University is selected by the Board. He, in turn, recommends the appointment of the various administrative officers of the University, and the appointments are referred to the Board of Supervisors for approval. Among these administrative officers is the Dean of the Junior Division who is also the supervisor-coordinator of the junior colleges. Each junior college has a dean whose immediate superior is the Dean of the Junior Division. Regulations require that all matters pertaining to the junior colleges be cleared through the Dean of the Junior Division and that, ordinarily, the affairs of the junior colleges shall not come, except indirectly, to the attention of the chief academic or the chief financial officer of the University. Thus, the Dean of the

Junior Division is seen to possess a great deal of authority and considerable attendant responsibility.

Faculty members of the junior colleges are members of the faculty of the University enjoying the salary, rank, and tenure of their colleagues who teach in the senior colleges. Presumably, junior college teachers may aspire to the rank of full professor. None yet, however, has attained it.

There are no junior college districts in Louisiana, and there are no direct appropriations from the State or locality to the junior colleges. As units of the State University, these institutions receive their revenues through the budget of the University, which in turn receives all incomes collected at the junior colleges from student fees, bookstores, and athletics.

Curriculums and courses taught at the junior colleges must be approved as fitting into the general academic pattern of the University. This has been a limiting factor on the freedom frequently used at junior colleges to improvise terminal courses to meet local needs. At the same time, academic respectability of course work at the Louisiana junior colleges is relatively well guaranteed by the required coordination with the University program. Also, much of the terminal work undertaken in other states by junior colleges is provided in Louisiana by an excellent system of publicly supported trade schools.

Students who enroll at one of the

junior colleges of Louisiana are usually as well able to transfer their credits to a senior institution as those who from the beginning had attended a senior college or university. This is largely the result of the fact that the Louisiana junior colleges are branches of the State University.

Although it is not intended to indicate either a superiority or an inferiority of this plan of administering junior colleges, a few statements are in order by way of evaluation:

1. The Louisiana junior colleges are comparatively fortunate with reference to financial support. As parts of a strong state university they participate in legislative appropriations to a fairly satisfactory degree.
2. The Louisiana junior colleges have the advantage of the academic prestige of the parent institution

thus commanding a respect that is lacking in many cases elsewhere.

3. Faculty members of Louisiana junior colleges enjoy the faculty rank, tenure, and scale of pay accorded teachers at the main part of the State University. This arrangement is of significant advantage to the junior college teachers of this state.
4. Junior colleges of Louisiana probably have less freedom than is true elsewhere with reference to curricular revision, admission policies, and terminal courses.
5. In Louisiana, there is small likelihood of a "junior college boom" as represented by the establishment of many new junior colleges in other states. A precedent seems to have been established whereby junior colleges in the State must be parts of the State University. A rather conservative attitude tends to exist at the University concerning the organization of more junior colleges in the state.

# *What About Handicrafts in the Junior College*

CLIFFORD E. BOSWELL

ARE THE purposes of handicrafts subjects on the junior college level understood by directors and instructors? Does a place in the junior college curriculum exist where handicrafts can be offered on a large scale?

These are the questions raised by a study<sup>1</sup> which shows that in the fifty-six junior colleges in the western states which offer handicrafts only one in thirty-five students enrolls in crafts classes. This inconsequential enrollment is equaled only by the glaring lack of interest in having this subject be a part of the curriculum as is indicated by the decidedly restricted offerings in most schools.

Handicrafts subjects are avocational rather than vocational and are not necessarily connected with a particular department although their popular association has been with art departments. Handicrafts in the junior college are generally known as "crafts," "arts and crafts," "recreational handicrafts," and like courses of the comprehensive type plus all unit courses as "weaving," "ceramics," and "jewelry." Pure art subjects and shop or industrial arts unit courses such as woodwork, welding, and machine shop are excluded.

A majority of junior college crafts instructors, in questionnaire replies, rated as the most important purpose of a course in handicrafts the developing of worthwhile hobbies. In fact, all instructors replying intimated that the main purpose is avocational.

A strong case can be made for this objective. One has but to recall the depression days of the thirties for an unhappy picture of people who find themselves with nothing constructive to do. The want of constructive occupation during layoffs and shutdowns was a factor almost as important in determining physical and mental well-being as was the want of food, clothing, and shelter.

Today people on every hand are working and living at an unnatural pace. Worthwhile hobbies developed during the junior college years when students are beginning to sense the serious side of life could go far toward preventing nervous disorders and other afflictions brought about in later life by too tense living. Stomach ulcers get short shrift from a person

<sup>1</sup>Clifford E. Boswell, "A Study of Handicrafts in Junior Colleges of the Western States with Particular Reference to Objectives and Content" (Unpublished Master's Thesis, Oregon State College, 1948).



busily engaged at his favorite hobby and at peace with the world.

There is no question in the minds of many adults as to the values of handicrafts. Witness the large sections of adult evening schools in which craft classes in some cases enroll one-fifth to one-third of the total enrollment.

Why should this value be withheld from regularly enrolled junior college students? Must they graduate first, then return as adults and register in evening school classes to get what they should have been able to obtain in the first place?

Many thousands of words have been written by psychiatrists, recreational leaders, and educators upon the recreational value of a handicrafts hobby. The economic worth also has become apparent, and many hobbies expand into a part or full-time vocation or home craft. As people discover hobbies in ever increasing numbers so will their list of money-making activities grow.

It might be well to point out that present offerings of handicrafts in junior colleges favor the art student or the art major almost to the total exclusion of all others. This one-sided condition has been brought about through —

1. the inclusion of handicrafts courses in art departments almost without exception
2. the encouragement of only art students to enroll in handicrafts as elective art courses
3. the types of course offerings which favor the equipment found in art departments and which conform to time-honored art-crafts subjects

4. the lack of an organized plan to publicize handicrafts with the intent to interest non-art students
5. the lack of a handicraft program of sufficient interest to attract students of varying interests
6. the placing of too much emphasis upon the art connected with handicrafts and too little upon the skills and techniques involved within the craft
7. a general lack of understanding of the wide selection of handicrafts which could be adapted to the skills and interests of junior college students
8. a complete underestimate of the potentialities of a well-rounded handicrafts offering in building student morale and interest in college work

There is no intention to minimize the importance of handicrafts offerings as developed at present. Rather than curtail the activities of art departments in which these subjects are given, let the offerings be broadened. Most of all, let the viewpoints of instructors, department heads, and school directors be expanded to include a full recognition of the importance of handicrafts. The outcome would be a curriculum rich in opportunities for all the students.

Many young people who possess little inherent artistic promise nonetheless are capable of fine craftsmanship, and none is entirely devoid of creative expression in handiwork.

In some cases, in fact in most cases, those junior colleges enrolling comparatively large numbers of students in handicrafts use the facilities of several departments to augment those of the art depart-

ment. Undoubtedly, a pooling of ideas and the interdepartmental use of equipment is necessary for the development of a wide handicrafts offering.

The amount of equipment available for handicrafts in junior colleges is generally inadequate to say the least. Questionnaire replies from 21 schools indicated that no standard set of equipment is in use. No single piece of equipment is common to all schools or to even 75 per cent of them. Only 4 pieces—loom, jig saw, buffer, silver soldering outfit—are common to 50 per cent.

Obviously, the kind of craftwork to be offered should determine the amount of equipment available, but in many cases, the position is reversed with the available equipment and space determining the offerings.

Interesting possibilities exist for junior college handicrafts classes to explore and revive forgotten or lost crafts native to a particular section. Many examples exist in recent literature of native crafts having been rediscovered to the benefit of a particular locality. An outstanding example is that of the Penland Weavers in North Carolina where a revival of native mountaineer home crafts resulted in the development of a widely known crafts center and school which is visited and attended by teachers and artisans from all sections of the nation.

The use of native materials in a handicrafts course could increase

the interest of students in the community or locality and could conceivably open paths to the development of new crafts. Basic crafts using native materials—silver, stones, clay, and straw—are at present given in a limited number of junior colleges, but it is evident that little has been done to explore their possibilities. A true handicraft culture is based upon the evolution of the craft from native materials, and it is from the media at hand that the finest artisanship is developed.

Probably the most promising group among all our population for exploring the possibilities of native materials for craftwork is our junior college student whether male or female. These people are young and enthusiastic yet old enough to accept responsibility. They are curious to know what makes the universe tick. They have time to explore. They are interested in their community. They are less inhibited by custom and tradition than their elders. This group of young men and women would seem to possess the particular attributes essential to the wholesome, unfettered thinking necessary for the successful attainment of this objective.

Curriculums offered in junior colleges necessarily follow the desires of the students. At present, they are likely along the lines of university preparatory work due to the enrollment of large groups of veterans in professional or semi-professional courses. A few schools

require some crafts training of students in such curriculums as recreational leadership, occupational therapy, and art. Otherwise the opportunities for the inclusion of this subject in formalized preparatory curriculums, either as required or as elective courses, are slight.

It is within the terminal group that a most promising opportunity exists for the offering of handicrafts on a wide scale. Many writers maintain that the real growth of the junior college will come through its terminal students rather than through the college preparatory groups. Predictions have been made that the junior college will be and is ideally suited to be a college for all the people. Through its doors will pass the bulk of all high school graduating classes. Its evening adult classes will center the interests of the community. It will provide a meeting ground upon which new ideas are promulgated and upon which new and old skills and crafts are developed.

Junior college officials may well bear in mind that terminal students will be enrolling in ever increasing numbers as employers demand more mature and better trained workmen and as competition for jobs becomes keener. Even a slight business recession will send young people scurrying to junior colleges. What else can they do?

Bulletins from nine selected small and medium sized junior colleges

revealed that an average of fifteen two-credit elective courses existed in terminal curriculums where crafts could justifiably be chosen. Many other opportunities for handicrafts electives were also present in which no particular number of credits were specified. The opportunity exists even in present terminal curriculums for students to enroll in elective handicrafts courses in fairly large numbers. If all terminal curriculums were liberal in offering numerous free electives, as many authorities maintain must be done, there would be no question as to the chance for the development of this subject to its fullest extent.

Catalogues from 34 junior colleges listed preparatory curriculums 614 times as compared with terminal curriculums 350 times. Thirty listings could be considered either preparatory or terminal. All but two schools allowed for at least one terminal curriculum while no institution offered less than two of the preparatory type. An average of eighteen preparatory and ten terminal curriculums among the thirty-four schools indicates the strong trend prevailing toward the university preparatory curriculum and partially explains the small handicrafts offerings.

A study of sixteen junior colleges reveals that handicraft courses are required in the following curriculums. These curriculums have been classified as preparatory or terminal.

Curriculum	Preparatory	Terminal
Art	1	13
Commercial Art	-	1
Apparel Design	1	-
Ceramics	3	3
Craft and Graphic	3	3
Clothing and Textiles	-	4
Dramatic Arts	-	2
Dressmaking, Costume Design	2	2
Home Arts	-	1
Home Economics	1	2
Physical Education	4	-
Recreational Leadership	3	6
Therapy, Occupational and Physical	4	-
Total	22	36

Some examples are evident where handicrafts classes or courses are required under particular curriculums, but such contribution to the total handicrafts offering, it can be seen from the tabulation above, is small. Although, as previously stated, the general trend with the group of junior colleges studied is approximately two to one in number of preparatory to terminal courses, it should be noted that handicrafts, as required subjects, is over one and one-half times greater in the terminal group than in the preparatory.

In summation, the importance of handicrafts in the junior college lies in its avocational value to the usual students when offered in a way to attract their interest in large numbers. Terminal courses

allowing numerous free electives can provide the time. Well-equipped and well-staffed laboratories can provide the opportunities.

The energetic and enthusiastic handicrafts instructor will recognize the need is not so much to search for new crafts as to learn a variety of existing ones. In this way he can qualify for teaching a broad crafts program to those young people needing it. Terminal students will not be highly qualified technicians nor will they be sought after for high paying positions in the business world—not, at least, until after many more years of practical experience. Their technical training will necessarily be valuable as a foundation upon which to develop a life work, but likewise will be their studies in non-technical fields.

The terminal group will largely be made up of the mass of high school graduates for whom the secondary school has done little in the manner of vocational adjustment. Many will be enrolled in general education and in technical and semi-professional studies. The individuals within this group will especially benefit from the aims of a well-rounded handicrafts offering.

# *The Status and Importance of Introductory Courses in Education*

G. D. McGRATH

THERE appears to be no general unanimity of opinion among educators regarding the content, function, or importance of the first course in education in the pre-service training of teachers. The so-called introductory course in education has been renamed, dropped, substituted for, and otherwise moved about so much that one finds difficulty in establishing any consistent pattern for it in teacher training institutions. Several excellent investigations, including graduate level studies, have dealt with aspects of introductory courses in education. These have been enlightening, but very little has been accomplished by way of clarifying existing confusion or doubt.

The writer has had occasion to study the teacher education programs of over a hundred institutions recently and also to review the literature dealing with the status and importance of introductory courses in education. An analysis was made of the syllabi of the courses corresponding to introduction to education in over fifty selected institutions of higher learning. The information gathered reveals certain limitations in introductory courses in education, recognition of which may assist in

evaluating the possibilities of such courses for the future. Some of these limitations include:

1. The name of the course has been frequently changed to conform to certification requirements in some states. Occasionally one finds the introductory course meeting requirements for an intensive treatment of the structure of the American public school system. A resulting criticism is that students enrolled are often too immature and too little oriented to attack such an important area in their first professional course. Moreover, there is often too little practical recall from such an early intensive treatment of the structure of public education to satisfy the purpose of the certifying requirement—that teachers should know the structure of public education in the United States.
2. Reports indicate that the introductory course in education is often a dry lecture course dealing with the mechanics of education. The harmful effects of such a condition need no further elaboration.
3. In many instances, the attempted coverage of topics or areas has been far too broad, thus comprising a hodgepodge of poorly related information considered in a superficial manner. Among the topics listed most frequently in syllabi are the following:
  - the contribution of education to civilization
  - the purposes and responsibility of education
  - issues and trends in education
  - services a school should render



the main areas of education  
 the organization of public education  
 equipment and buildings  
 school finance  
 personnel and staff problems  
 curriculum problems  
 methods of instruction  
 supervision problems  
 the status of vocational education  
 purpose of special education  
 evaluation problems  
 frequent criticisms of the schools  
 probable characteristics of the school  
 of the future  
 opportunities in the teaching profession  
 what an ideal teacher is like  
 teacher organizations and their purposes  
 guidance for selection of areas of education to pursue

4. Outside reading lists frequently deserve criticism. Many of the lists have little practical value and are burdensome in length. Lack of concentration on a few important topics usually produces these unsatisfactory conditions.
5. Textbooks designed for introductory courses sometimes cause confusion about what should be included in a first course in education. The importance of a basic textbook should not be underemphasized, but one can seldom find adequate textbooks in the introductory field which do not give treatment to far too many topics.
6. The failure of education faculty groups to decide what should be given in an introductory course in education is a weakness. Based on careful study, and compatible with a wholesome philosophy of education, the course should be cooperatively worked out by the faculty.
7. The introductory course has often been assigned to any staff member whose load can stand it, thus losing, frequently, the opportunity for real inspiration in the minds of the students.
8. There is little apparent effort to coordinate, interrelate, or blend the introductory course with the education courses which follow. Introduction to education too often exists as a separate entity, far removed from

practical relationship with later educational experiences.

Certain statistical data are pertinent from the selected group of syllabi studies. Based on these outlines:

1. Ninety-three per cent of the introductory courses in education are for elementary and secondary school trainees together, while seven per cent divide into separate courses for each group.
2. Thirteen per cent of the institutions submitting syllabi present the introductory course as a general orientation course for college life to assist the student in getting the most out of college.
3. The introductory education course is taken during the freshman year in 46 per cent of the cases, while 42 per cent offer it as a sophomore subject. Others offer it as a junior subject. In some cases the course can deviate from the normal pattern without penalty.
4. Fourteen different books are used as the basic textbook for the courses studied.
5. The introductory course carries the equivalent of three quarter hours of credit in 62 per cent of the cases; four quarter hours are offered in 20 per cent, while a few offer two quarter hours, five quarter hours, or six quarter hours.
6. The introductory course in education operates under the simple title, "Introduction to Education," in 53 per cent of the cases. Other popular titles are: "Orientation to Education," "The American Public School System," "Structure of Public Education," and "Educational Backgrounds."
7. Where required, the introductory course in education serves as a prerequisite to another required course in education in 91 per cent of the cases.
8. Thirty-six per cent of the schools

use a definite syllabus for the introductory course, and a copy of the syllabus is supplied each student.

9. Classroom visitations in public schools are required during the course in 42 per cent of the institutions.
10. Only two per cent of the institutions require a type of practice teaching participation in schools as a part of the course.
11. Seventy-one per cent of the colleges require extensive term papers whether as a series of several or one or two major ones.

The chief purpose of this material is to make recommendations for an improved introductory course in education on the basis of the information submitted. The following appear defensible in the thinking of the writer:

1. An introductory course in education should be required at the freshman level in college or at whatever level the professional educational training begins.
2. This course should stress the attributes and characteristics of a good teacher so that students can evaluate themselves in perspective.
3. The course should stress social orientation sufficiently that misfits in society can be counseled out of teaching.
4. The course should give only a moderate orientation treatment to the structure of American public education, saving the meaty aspects of this area to blend with course work parallel with student teaching.
5. The course should give some treatment to the problems facing education and the responsibility for education in the world of today, as well as the probable direction education is going. Opportunity should be provided for interpreting the impact for education which is developing

from the social issues our culture has produced.

6. The course should encourage the student to think through critically whether or not he should become a teacher. This should include a bird's eye view of the major fields of opportunity in education as a profession.
7. The course should provide for observation of typical public school classrooms in action, and some pre-student teaching participation and experiences. It is believed by teacher educators that our students should work with children in a teaching or participatory basis throughout professional education training and in conjunction with each course. Out-of-school activities such as church recreation groups, Boy Scouts, Hi-Y, and Y. M. C. A. offer excellent opportunities for laboratory work in learning to understand children.
8. The course should be integrated into the program of pre-service teacher preparatory experiences. Students enrolled in such a course should be regarded as prospective teachers and efforts should be made to retain in the teacher preparatory program those students who show greatest promise of becoming good teachers.
9. To accomplish this goal of selection and retention of the best prospects for the teaching profession, criteria should be adopted and applied to all students enrolled in the course. The results of this process should be available to later instructors of the student so that the student can be counseled all along the way. This presupposes that a cumulative folder should be started for each student in the introductory course and should follow him through his professional educational training and through follow-up in the field of teaching.
10. The course should lay the founda-

tion for an analysis of pupil behavior which the student will ultimately make if he continues in the teaching profession. This foundation will prepare the student for an easy transition to educational psychology.

11. Definite means of evaluation should be set up with a clear understanding of objectives to be measured and stressed throughout the course.
12. Term papers, heavy outside readings, and "busy work" should be limited to permit more participation in the activities of the public schools.
13. A definite syllabus of the course should be supplied each student, setting forth clearly a frame of reference and the nature and scope of the planned experiences.
14. The course should be taught by the most inspirational staff members. Unless students get off to a good start with enthusiasm for what they are about to undertake, they have lost much of the necessary morale for successful teacher preparation.
15. Provision should be made for the students to become acquainted during the course with as many great educators as possible. This may be somewhat restricted depending on the number of educators who are available to the region during the time in which the course is given.
16. Every effort should be made to help students get thoroughly acquainted with public schools in action. Field trips and excursions can be utilized to broaden the observation experience of the student.

We cannot continue to defend an introductory course in education

unless it is a vitally related part of the total program of teacher preparation activities. There is no real basis for offering such a course as a treatment of a hodgepodge of factual materials about problems of education in general. The only defensible premise for retaining an introductory course is that of guidance of the individual in selecting and continuing his preparation for teaching while helping him to become aware of the general nature and structure of schools. An inherent part of this latter aspect is an introduction to the great opportunities in education for young people.

There is every likelihood that under the conditions suggested, a basic introductory course in education will survive to become one of the most significant courses in our pre-service preparation of teachers.

A good introductory course can at the outset pave the way for successful participation in all later education courses. Under such circumstances colleges cannot afford to omit this course without loss to the pre-service preparation needed by prospective teachers and administrators. It behooves the colleges, then, to rescue the course, revise it, and make it contributory to the great goals held for teacher education.

# Junior College World

JESSE P. BOGUE

*Executive Secretary*

*Bibliography.* The American Association of Junior Colleges has published an annotated bibliography entitled, *Significant Literature of the Junior College 1941-1948*. The publication is a cooperative production between William H. Conley, former Junior College Specialist, Division of Higher Education, U. S. Office of Education, now Dean of the University College of Loyola University of Chicago; Frank J. Bertalan, Head Reference Librarian, Federal Security Agency; and the Association. Members of the Association have received information regarding the bibliography, and a free copy has been mailed to each institutional member.

The publication contains 212 titles divided according to listings in (1) articles, (2) books and pamphlets, and (3) doctoral dissertations. It is indexed according to subject treatment under 21 headings. The bibliography was compiled and published in response to many requests for a supplement to *The Literature of Junior College Terminal Education* by Engleman and Eells, published by the Association in 1941. It should be helpful to in-service faculty study groups, seminars and workshops, and to

libraries and students in colleges and universities that offer courses of study in the junior college. Copies may be ordered from the Association. The price is 25 cents a copy.

"For More Practical Teachers" is the title of an interesting editorial in the *Sunday Star-News* of Wilmington, North Carolina, for July 24, 1949:

"A desire by at least one educator for more practical professors and instructors was made evident during the work conference of junior college officials in Chapel Hill last week. The participant on the program who brought the subject up was Foreman M. Hawes, President of Armstrong College, in Georgia.

"First, Mr. Hawes deplored what he termed a 'tendency on the part of graduate schools to turn out research workers and scholars instead of college teachers.' Then he suggested that it might 'make for better teaching, administration, counseling, and guidance if junior college staff members spent a summer now and then working for business or industrial concerns.'

" 'A purely academic background seems inadequate training for a counselor,' he said. 'How much valuable experience could not a sociology teacher, for instance, gain as a paid worker for a little while in a local manufacturing plant?'

"Mr. Hawes has raised an excellent point. And his thesis is just as appli-

cable to the junior educational institutions.

"The primary function of a teacher is to prepare his students for life and careers. To do his best job, he should be familiar with what is happening, especially in new theories and practices, beyond the campus. There are two ways he may keep himself abreast of the time. One is through study, and the other is practical experience. Frequently, there is too much dependence upon secondhand knowledge and too little emphasis on firsthand observations and actual practice in the business and other fields providing the ground for careers of the graduates.

"In recent years, colleges and universities have established institutes and foundations to bring the business and professional man closer to their campuses. But there has not been enough effort to bring the professors and instructors closer to the continuously changing outside world.

"Undergraduate internships in business and the professions are also gaining in popularity. The result is that when a young man or woman receives his or her degree he has a better idea of what awaits him in non-academic life. Mr. Hawes' suggestion is, in effect, a call for 'teacher internships' that would balance better the academic background of the professor with practical experience in his field of specialization. The virtues of his proposal are so apparent it is to be hoped that it will become more than just a subject for discussion by his junior college associates at their recent gathering."

*Tyler Retail Institute.* A special folder on the Retail Institute of Tyler Junior College, Tyler, Texas, has been distributed to all business firms in the city and surrounding towns under the sponsorship of the local chamber of commerce. The center of attention for the reader,

as he opens the folder, is this: "The man who has graduated yesterday and stops learning today will be uneducated tomorrow." Basic courses such as business law, effective speech, business psychology, the telephone in business, letter writing, record keeping for independent stores, salesmanship, and advertising media are listed. Special courses also are offered in the certified life underwriters series, oil and gas law, food and sanitation training, and many others of a practical nature to meet community needs. The director of the Institute is I. L. Friedman. Junior college people interested in similar services for their communities would do well to secure a copy of the Tyler announcement.

*Cazenovia to Celebrate.* President Isabel D. Phisterer of Cazenovia Junior College, Cazenovia, New York, has announced a special conference for December 2 and 3. It will be held as a special celebration of the first one hundred and twenty-five years of the school's history. Convocation will be conducted on the afternoon of the 2nd; and on the morning of the 3rd, the New York State Association of Junior Colleges will meet at the institution. It is expected that visitors will attend not only from New York but from many states. President Phisterer states that there are only four other colleges in New York State older than Cazenovia.

*Junior College Studies.* E. A. Lichty, Associate Professor of Ed-



ucation, Illinois State Normal University, Normal, Illinois, announces that plans are being made to offer rather extensive work at that institution for junior college teachers. He states, "We hope to set up a program for the training of junior college teachers that will attract students from all over the Middle West. I will keep you informed as to the progress we are making from time to time." The University is now providing a limited amount of instruction in the field of junior college education.

*Cornelius Siemens*, Director of Compton College, Compton, California, has been appointed by the California Junior College Association to be chairman of the committee on recommendations of new teaching credentials for instructors of technical subjects. Dr. Siemens and members of his committee will investigate the situation regarding credentials for teachers and make recommendations to the meeting of the Association at Bakersfield this November. "If a new credential is decided upon," Dr. Siemens says, "the innovation will provide a higher class of instructors, and it will set standards for teachers in technical departments of all California junior colleges."

*Norwich Evening College.* Through the cooperation of New London Junior College, New London, Connecticut, with the Superintendent of Schools and the School Board of Norwich, the Norwich

Evening College is now established. Tyrus Hillway, President of New London Junior College, announces that 86 courses in 13 different areas of college work are being offered this year to the students in Norwich. Some members of the New London faculty will teach in the evening division. Their work will be supplemented by experts in various lines of business and industry from the Norwich area. It is announced that any subject in which ten or more students wish to enroll will be taught.

*New York Community Colleges.*

According to the September *Newsletter* from the State University of New York, hearings were held in Albany on September 20 and 21 regarding the needs and interests of cities and school districts for the establishment of community colleges. The hearings were called so that the State University could learn at first hand which communities were in need of facilities for higher education and were also ready to go forward under the University's program for decentralized higher education.

In announcing the hearings, President Eurich said:

"The law creating State U. provides that any city, county, or intermediate school district may establish a two-year community college or a four-year college, pursuant to the approval of the Trustees of the State University, and as a part of State University.

"The hearing affords opportunity for representatives of each community to describe the community's needs.

"The law provides that after a community program for establishing a com-

munity college has been approved by the Trustees, the State will pay fifty percent of the capital outlay required by the plan as approved. The State will also pay one-third of the operating costs thereafter. The remainder of the operating costs is to be met from funds raised by the community itself and from student fees, provided that the total student fees shall not be more than one-third of the operating costs.

"An underlying principle in State University's program is to make facilities for higher education accessible to residents in all parts of the State where proper facilities do not already exist.

"Also, under the law, State U. is charged with the responsibility of drawing up a Master Plan for community colleges, a work which is already well on the way toward completion.

"Necessary elements of the Master Plan are current data on population trends, facilities already existing, and other related facts. The plan is to be drawn in a manner which will avert a haphazard development of the community college system, to avoid overlapping administrative authorities, and to make possible a gradual and orderly growth in accordance with State and local needs and the ability of the State and the community to meet them.

"The hearing will also provide opportunity for the communities of the State to furnish the Trustees with pertinent information on these matters."

*Flat River Junior College*, Flat River, Missouri, has a new dean in Charles E. Bess who succeeds Roy B. Allen, now Professor of Education at the University of Arkansas. Mr. Bess has been teaching at the college for nineteen years, and according to press notices and editorial comment from Flat River, Farmington, the *St. Francois County Journal*, and several other publications, the election of Mr.

Bess to the position of dean is hailed as good news by the entire community.

The enrollment at Flat River Junior College is 20 per cent higher this year than last year. Students enrolled have come from 28 high schools. While the junior college is a part of the Flat River public school system, 72 per cent of the students have come from outside the local school district. One paragraph from the Farmington, Missouri, *Press* indicates the high esteem in which the junior college is held:

"St. Francois County's only college is now approaching its 30th year of service to the community, and the hundreds of graduates and former students in the area and scattered over the rest of the nation are evidence of its educational service in the past. The role it can play in future education can be and should be even greater. It deserves more support and cooperation from the area which it serves."

*L.A.S.C.A.A.S.* This is the alphabetical combination for the new Los Angeles State College of Applied Arts and Sciences, located on the campus of Los Angeles City College, Los Angeles, California. According to the *Los Angeles Collegian*, the president of the city-state educational institutions will preside over the affairs of both branches with a dean for the state college and another for the city college. The *Collegian* quoted Roy E. Simpson, Superintendent of Public Instruction for California, as saying that "integration should develop between the city-state student bodies and the new presi-

dent. How far integration may extend into social affairs, student government, athletics, and extra-curricular activities will depend upon what kind of agreement can be found." Dr. Simpson is reported to have stated that "instructors of both colleges will be governed by respective employment standards."

*Potomac State School* at Keyser, West Virginia, is watching its new \$500,000 science building gradually rise on the campus. It is being constructed of steel, concrete, brick, and stone. The building will be completed and ready for use by the fall of 1950 when it will house the departments of agriculture, home economics, engineering, biology, chemistry, geology, and physics. Potomac State has a slightly larger enrollment this year than last—470 men and women. There are 145 veterans included in the student body.

*Messiah College*, Grantham, Pennsylvania, dedicated a new dormitory for women on November 6 with a homecoming celebration. On September 15, the college announced also the successful completion of the Extension Fund of \$175,000. The college has an enrollment this year of 203 students from 12 states and 4 foreign countries—Canada, China, France, and Germany.

*Packard Junior College*. The Packard Junior College was founded in New York City in 1858 as the Packard School. On September 16 of this year, the Regents of the University of the State of New York officially recognized it as a junior college. The institution has been a pioneer in many phases of business education. It enrolled young women in business courses and placed them in commercial establishments on a parity with men. It was the first school in New York City to introduce the use of the typewriter. It gave very early recognition to the development of character and personal habits of students as well as to the development of skill. Its more recent emphasis on personality improvement has attracted wide attention. The main curricular emphasis is on business administration, accounting, salesmanship, and secretarial work. The trustees of Packard are: Paul S. Lomax, Professor of Education, New York University; Mildred McAfee Horton, former President of Wellesley College; Lynn Harold Hough, recently retired Dean of Frew Theological Seminary; Berkeley D. Johnson, Assistant Vice-President, United States Trust Company; Louis A. Rice, President of Packard Junior College.

## *From the Executive Secretary's Desk*

JESSE P. BOGUE

A GOOD friend recently remarked to the writer that from the *Washington Newsletter*, the "Junior College World," and the "Desk," there appeared to be few critical problems in junior colleges. Everything seemed to be just about right with all the institutions. "Surely," he said, "there must be some defects in nearly all of our colleges and probably several in some of them. Would it not be well to give a little more attention to some of the shortcomings and failures? It might stimulate greater and more intelligent efforts for reasonable improvements."

Our friend's comments were accepted sincerely and discussed at some length to our mutual advantage. It is with this thought that the discussion is being projected for wider consideration at this time.

It is true that defects in individual institutions are not publicized. The reason is obvious. It is the writer's belief that a sound policy calls for a confidential discussion of such matters with the chief administrator of each institution. As a rule, the chief executive is fully aware of his problems, albeit there are some exceptions to this rule. General discussion, however, will usually bring forth the remark, "I never thought of that. I'm glad

you mentioned it. Who is doing a good job along that line, and where can we get some help?"

Perhaps, if others have felt that optimism has been a somewhat dominant attitude, one reason may appear in the general policy of cooperating with junior colleges. Moreover, the writer makes full confession that he is by nature and conviction an incurable optimist; that he believes in the good sense and judgment of the common people; that in the long run, the masses of the people are more capable of ordering their own ways than any group is capable of ordering their ways for them; and that the vast majority of the people desire to do what is right even though judgments may vary as to what the right may be.

Of course, optimism can be overdone. One could believe that the junior college is predestined to have its place in American education; that it will grow inevitably by the blind forces of evolutionary progress—by a sort of Pollyanna upward and onward forever. Officially and personally, junior college people are quite realistic even in their optimism. They have tough problems and plenty of them. They know this, but they also know that persistent, evenhanded attacks on these problems, with faith that they



can be solved, is the strategy of common sense.

As one travels westward on the Denver and Rio Grande, his train is halted at a small coaling station called Helper. Inquiry regarding this interesting name brings out the fact that here booster engines are attached to help the big moguls pull the trains over Soldiers Summit. With respect to *special* problems in individual institutions, the Executive Secretary regards his position and services largely in the light of the booster engine at Helper, Utah—that of assisting the big moguls carry the freight over Soldiers Summit.

While many special and individual problems are not the subjects of publicity or fanfare, it is clearly recognized that there are common issues in all colleges. The Research and Service Committees and the Director of Research of the Association are working almost constantly on many of these common problems. They have been publicized through the *Journal*. Now an additional channel has been created whereby more extensive abstracts of research papers may become available to junior college people—the publication, on a quarterly basis, of significant research papers. The first of these will be mailed during the fall quarter of this year.

In both the common and individual problems, there is a strategy of emphasis as well as one of factual recognition. Often the most unrealistic people are those with

little imagination. In teaching, for instance, the strongest talents of the student may be stressed. His progress, satisfaction, and encouragement may be built around his points of strength. This strategy is more realistic than one of emphasizing his faults and weaknesses. As help is extended, therefore, individually and collectively, through the Association, the attempt is made to emphasize the elements of greatest strength in each institution. This might appear to some of the more factually minded as an effort to beg the question or to side-step the issues. Neither is being done. The issues are being met but with a practical sense of beginning where we are and with what we have and building patiently and constructively on the elements of greatest promise.

Looking over the junior college movement as a whole, as we have observed it, we readily admitted that the greatest weakness is in student personnel services. This is somewhat strange, too, because one of the basic functions in these institutions should be in this field of service. The weakness lies largely in the fact that so many programs are incomplete. The incompleteness occurs most frequently in lack of effective follow-up work. There may be testing services, guidance and counseling programs, and even placement, but the college that is doing an excellent job of following-up all of its students is rarely found. Many of them follow-up the students who



enter senior institutions, although there are also many that lack up-to-date data on what their transfer students are doing. We visited five junior colleges in a month's time and found only one with anything like complete records of its transfer students. Even this institution knew little or nothing about what had happened to the students who did not continue their formal education. The dean of one of the colleges said, "We enroll a lot of students, and we lose a lot of them, but we couldn't tell you why. We simply don't know. We are going to set up regular machinery to keep track of every student."

How can a marksman know how well he is shooting if he never examines the score on the target? A friend of ours borrowed a neighbor's rifle and went deer hunting. He simply *assumed* that the sights were properly set but did not go to the trouble of shooting at a target to find out. His first morning in the forest gave him a chance at a prize buck. Three shots were fired before the buck disappeared in the underbrush. Then our friend selected a mark and tried out his rifle. Every shot averaged six feet above the target! A thoroughly planned and executed follow-up service in every college might show similar results with some of the college's shooting.

Let us take another illustration. A good dairy farmer knows that a few poor animals in his herd can eat up the profits which might be made from the better ones. The

dairyman does not guess about the production of each animal. He does not *feel* that they are doing all right. He does not boast about a few that seem to be making excellent records. He weighs the milk of each animal at every milking and keeps a careful chart during the entire period of lactation. Moreover, he belongs to a dairy herd improvement association and cooperates in employing a man who makes an independent test of the quality of each animal's milk each month. By putting together totals on quantity with quality tests and by checking these records against the number of pounds of feed each animal has consumed, he arrives at figures which show where the profitable and the unprofitable animals are. Each animal worth keeping in the herd is then fed by weight the amount of grain and roughage she is entitled to have by reason of her production record. The boarders are eliminated.

The illustration may be a bit homespun with respect to the follow-up services in college personnel work. There is, however, at least a striking similarity between the scientific methods of animal husbandry and scientific methods for checking the results of good teaching and other services junior colleges are supposed to render. Where do the students go when they leave the college? What are they doing? How well are they getting along? What weaknesses do they suggest in the education and training they received? How

much are they making? How many promotions have they received? What kind of citizens are they? Are they happily married? Is the divorce rate among them lower or higher than that among citizens generally? What do their employers think about them and their education? Would they like further opportunities for additional education?

To find the answers to these questions and to keep exact records of each student who leaves the institution would require time and money, but it would be well spent. In the long run, it might actually save the college money and time. It would at least assure the college regarding the effectiveness of its program—point out its weak spots and lead to progressive improvements.

Our good friend, a junior college

administrator, expressed his appreciation over the discussion. He said he had a better understanding of basic policies by which the Association tries to do its work and urged that the essential features be set forth for wider consideration. Our friend's attention was called to a series of significant articles on student personnel services by William A. Black, J. Anthony Humphreys, and Charlotte D. Meinecke that appeared in the last volume of the *Junior College Journal*, to the proceedings of the Student Personnel Committee at recent national conventions, and to a score of studies that have been made since 1940 on this subject. He agreed that the Association was really doing a good job and that probably he had been at some fault in not giving more attention to the materials published in the *Junior College Journal*.

# Notes on the Authors

JEAN ELVINS

CURTIS BISHOP, author of this month's editorial, *The Fledgling Takes Flight*, is President of Averett College, Danville, Virginia, and also President of the American Association of Junior Colleges. It is particularly interesting to have his comment on the present status and the future of the junior college movement.

HAROLD P. RODES, Assistant Professor of Engineering at the University of California, Los Angeles, has recently been appointed Assistant Director of Relations with Schools. In this capacity he works closely with the junior colleges in their transfer programs in engineering. From this background of experience and information, he has written a comprehensive report on *Successful Transfer in Engineering* experienced by the various colleges of engineering affiliated with the University of California.

M. A. HILLMER, Special Instructor and Counselor at Southwest Texas State College, San Marcos, has contributed some recent figures on terminal curriculums and enrollments throughout the United States. His article, *Terminal Curriculums Offered in Public Junior Colleges in The United States*, is taken from his master's thesis, completed at The University of Texas in June, 1949.

WALTER J. BROOKING, former Dean of LeTourneau Technical Institute, Longview, Texas, and current Administrative Head of the Engineering Division, Special Projects Department, of the M. W. Kellogg Company, Jersey City, New Jersey, in his article, *Accreditation of Vocational Technical College Courses*, presents his thinking on the need for standards and for an adequate accreditation program for vocational technical courses in the junior colleges.

SEBASTIAN V. MARTORANA presents a report on the Estes Park Conference in his article, *General Education for International Understanding*. Mr. Martorana is Assistant Professor of Education and Consultant for Junior Colleges in the School of Education at State College of Washington, Pullman, Washington. Prior to moving the research and

Journal office of the American Association of Junior Colleges to The University of Texas, Mr. Martorana served as Research Associate for the organization.

EDWARD M. CURRY, Assistant Director of the Evanston Township Community College of Evanston, Illinois, reports the results of a study he made among the junior colleges of that state in his article, *Sources and Expenditures of Student Activity Fees in the Community-Junior College of Illinois*. On the basis of his findings, he also offers some pertinent recommendations for the handling of this budget item and school activity.

RODNEY CLINE, Dean of the Northeast Junior College of Louisiana State University, Monroe, Louisiana, writes, from his own personal experience and knowledge, of *Junior Colleges of Louisiana* and their status as a part of the State University.

CLIFFORD E. BOSWELL presents some provocative information concerning the teaching of handicrafts in junior colleges in his article, *What About Handicrafts in the Junior College*. Mr. Boswell is Guidance Director and Crafts and Shop Instructor of the Arroyo Grande Union High School, Arroyo Grande, California.

G. D. McGRATH, Director of Teacher Education, College of Education, University of Illinois, Urbana, has made a study of the various types of courses offered in introductory education. In his article, *The Status and Importance of Introductory Courses in Education*, he offers the findings of his study plus some recommendations for the improvement of these courses.

VERNON D. PARROTT, former President of the Southwest Texas Junior College, Uvalde, Texas, is at the present time doing graduate work at The University of Texas. His major subject-matter field of study is social science, and he has applied his interest and background to the review of *General Education in the Social Studies* by Albert William Levi — the book review for the month.

## Recent Writings

### JUDGING THE NEW BOOKS

ALBERT WILLIAM LEVI, *General Education in the Social Studies*, Washington: The American Council on Education, 1948. Pp. xviii + 337. \$3.50.

THE aspect of the Cooperative Study in General Education dealing with the social studies has at all times been considered within the area set forth in the definition of general education expressed by the overall Cooperative Study: "General education is that education which is suited to, and needed by, youth for life in American society. It is the education that all persons ought to have within the limits of their capacity to receive it."<sup>1</sup>

Therefore, the aims of instruction in the social studies in general education should be to assist the student in the acquisition of the knowledge, understandings, sensitivities, and attitudes that are

necessary to the perpetuation and improvement of what is best in American society and to the elimination of that which tends to degrade or destroy this society.

In order to build such a curriculum, it is necessary to discover the extent of the gap that exists between the student's present status in the above traits and the status needed to make him a well adjusted member of such a society. It is possible to devise instruments that will be of assistance in this task.

In the long run, the social needs of the individual and those of society coincide to a large degree. This condition justifies the efforts to improve the social studies program.

Social scientists are morally responsible to society to use the best scientific methods that are available and applicable to their field of endeavor in order to determine what are the needs of American democratic society, and what knowledges, understandings, sensitivities, and attitudes on the part of individuals best contribute to the preservation and improvement of that society. At the same time it is to be kept in mind that the materials and conclusions of social science are value judgments and as

<sup>1</sup>This is one of four volumes constituting the total report of the Cooperative Study in General Education, sponsored by the American Council on Education and The General Education Board. The other volumes are *Cooperation in General Education*, the final report of the Executive Committee of the Study and reviewed in *Junior College Journal*, March, 1948; *General Education in the Humanities*, reviewed in *Junior College Journal*, April, 1948; and *Student Personnel Services in General Education*, reviewed in *Junior College Journal*, September, 1949.

such are subject to intelligent scientific criticism.

The outcomes desired of a social studies curriculum in general education cannot be expected from a piecemeal presentation of the fractions of social science which characterizes so many current junior college or lower division curriculums. These programs are divided into separate compartments, such as economics, sociology, history, political science, and the like. The objectives of a desirable social studies curriculum must be clearly formulated in the light of the needs of society and the individual, and the needed materials chosen in accordance with these objectives. The curriculum should be structurally integrated according to some overall conceptual scheme. In addition, one of the most effective devices of integration is to be found in the method of teaching. The study urgently recommends that a course, such as the one suggested, be taught throughout by one teacher, preferably one grounded in the philosophy and practice of general education.

The mind of the student is not a *tabula rasa*, but is charged with emotionally colored preferences and prejudices resulting from his past life experiences in and out of school. Therefore, the materials and methods of the curriculum must address themselves to his emotional as well as to his rational perceptions. For this reason firsthand learning from con-

ditions in his own community when possible, use of fictional materials such as novels, use of motion pictures that dramatize and vivify social problems are recommended as forms of vicarious participation in the problems of others.

Provision should be made for evaluating the progress of the students in four basic areas: "Information and interpretation, study skills, critical thinking, attitudes and interests."

The intelligent and sympathetic cooperation of the faculty (especially the social science faculty) and the administration is necessary in framing, carrying out, and evaluating a social studies curriculum.

Many problems will have to be met and solved: among them, that of the fractionalization of social science and the competition among its parts; the vested interests of teachers in their present departments and their fear of displacement; the prejudices, preferences, inconsistent thinking, and ignorance of students; in some cases, a lack of understanding and cooperation on the part of administrators; and a dearth of teachers trained in the philosophy, objectives, and procedures of social studies in general education.

Mechanically, the book is divided into four parts. Part I deals with the general problem of social studies in general education. Part II treats of the undertaking of the problem by the Cooperative Study.



It deals primarily with the development of an instrument to canvass student attitudes in the general field of social attitudes. This instrument is called the Inventory of Social Understanding. The assumptions and hypotheses underlying the instrument are set forth in detail as well as the development of the scoring. Part III describes an instrument developed to survey student beliefs about post-war reconstruction; it is entitled "An Inventory of Beliefs about Postwar Reconstruction," and is reproduced as Appendix A to the report. Space here prohibits a description of these instruments but they merit the careful attention of anyone interested in canvassing student beliefs and attitudes with a view to constructing a curriculum in social studies in general education. One will not always agree with the validity of the items, perhaps, and the keying in every instance, but they are definitely stimulating to curriculum builders. Part IV presents a suggested program in Social Studies in General Education. It is designed as a two-year or four-semester course, organized around three major topics: The Organization of Social Living (semester 1), The Historical Development of Modern Society (semester 2), and The Institutions and Problems of the Modern World (semesters 3 and 4). The following quotations from the report are of interest here in connection with the development of this suggested or "ideal"

curriculum. "In approaching our problem, there were certain temptations that we attempted to resist. The first of these was the temptation to design the course according to the prejudices of specialists . . . . In the second place, we resisted the temptation to assert the special claims of any one of the social sciences . . . . It (the course) attempted to present the social studies as instruments for the understanding of the social world." The course was thought of as coming primarily at the junior college level and as being required of all students. "It should require between one-fourth and one-third of the student's time for two years." Novels and other fictional material are made primary reading for Part I and freely recommended in the supplementary reading of other parts. The last chapter of the report contains an interesting justification of this innovation which is well worth attention.

This suggested course is admittedly not based upon the evidence of the inventories described in Parts II and III. The thinking of the members of the study in this matter is expressed as follows: "Our course expresses a judgment of what, in general, the student ought to know . . . . What has been presented in Parts II and III forms a body of experimental evidence according to which the kind of ideal course that we have suggested . . . may be adapted to any individual situation."

The inventories and the sug-

gested curriculum, around which everything in the report revolves, are presented as experimental material that will doubtless have to be adapted in whole or in part to meet the requirements of different situations; nevertheless, the report closes with this statement: "... We are definitely of the opinion that any adequate general education in the social studies involves (1) objectives and assumptions somewhat like those by which we have been guided, (2) organization and content along the lines which we have suggested, and (3) teaching methods governed by some of the considerations by which we have been governed. *It is our profound conviction that with the construction*

*and adoption of a two-year integrated program lies the future of social studies in general education."*

This reviewer would doubtless take issue with some of the attitudes manifested by this report, and point out that there is some obscurity of style and some overlapping that would bear correction, but express as his opinion that the value of the material as a suggested approach and a stimulus to further cooperative work on the problems presented far outweigh any minor defects of presentation. It is a positive contribution to the literature of general education and as such merits careful examination.

VERNON D. PARROTT

## Selected References

H. F. BRIGHT

GERTRUDE LAWS, "Cooperation in Family Life Education," *California Journal of Secondary Education*, XXIV (May, 1949), 272-276.

Dr. Laws points out that recognition of the importance of education for home and family life is more characteristic of some other social agencies than of schools. However, as the result of the participation of two delegates-at-large from the Pasadena City College and the Pasadena P. T. A. Council in a national conference in Washington, D. C., in May, 1948, an investigation of home and family life in Pasadena was undertaken.

A questionnaire was made up. It was revised by school personnel, the P. T. A. Council, and a committee of parents and teachers. It was then sent to parents and to junior college students. The first section of the questionnaire covered such matters as ages of children and parents, marital status of parents, and employment of parents. The second section was devoted to such topics as causes of difficulty among adults in the family, ways children feel about parents' activities related to the school, and matters on which children think parents are old-fashioned.

Not all points considered in the questionnaire have been tabulated. A considerable investigation was made, however, of causes of difficulty in families. It was found that money and discipline of children were of greatest importance in the families questioned. Relatives, health, sex, al-

cohol, social life, and housekeeping are all topics which seemed to be of importance. Several tension creating items were found to be of sufficient importance to warrant careful consideration in the developing of curriculums at the various age levels.

The junior college students seemed to place siblings and noise as major irritations regardless of other factors. Irritations due to disagreement within the family were placed in the following order: education, work, politics, religion, and social conduct with the last three about equal in importance.

In all family groups the major source of anxiety was school achievement, and the major source of satisfaction was the mother.

The author points out the educational implications of these findings. She also points out the importance of those questioned having a thorough orientation in the purposes of the survey. Both teachers and parents need to be clear as to the reasons for such a project.

AMY M. GILBERT, "In-Service Education of the College Faculty," *The Journal of Higher Education*, XX (April, 1949), 192-197, 226.

The President's Commission on Higher Education has recommended effective in-service training to meet present and future needs for adequately prepared teaching personnel. This article describes the demonstration of such a plan by the Associated Colleges of Upper New York.

As a result of the speedy organ-

ization, in 1946, of Sampson College, Mohawk College, and Champlain College, a large problem developed in the recruitment of a faculty competent to teach efficiently at the established college level. All possible sources were canvassed. The result was an exceedingly heterogeneous faculty both as to training and experience. In-service training was the key to molding an efficient and co-operative group.

The first step was the employment of well-qualified persons as department heads. Then, in a summer meeting, the department heads were briefed as to the objectives of the organization in general and as to each individual's duties in particular. Each department head then planned courses, chose textbooks and library books, and ordered laboratory and other equipment. A syllabus and assignment sheets were prepared, marking principles were outlined, and criteria for otherwise determining the quality of instruction were developed.

Early the president developed, through conference with other administrative officers, a blueprint of personnel relationships. Bulletins went to each faculty member clarifying policy, and defining organization and duties. Forums for faculty discussions were organized. A speech consultant was employed to aid teachers in presentation methods. All members of the faculty were expected to assist in advisement and counseling duties. The faculty was also soon drawn into indirect participation in policy making through the Academic Council made up of department heads.

With regard to actual classroom performance, the general plan included the following procedures:

1. Individual conferences with instructors
2. Informal group conferences
3. Demonstrations of marking papers and study of marking practices on all campuses
4. Encouragement of intervisitation

5. Actual presentation of lesson material before presenting it to students
6. Training in phrasing of examination questions
7. Encouragement of self-evaluation

#### *Special Departmental Procedures*

1. The English department laid great stress upon proper grading of themes. Conferences, re-reading of marked papers, and mimeographing of sample themes as written by students for comparison of marking methods of different teachers were employed at various times.

2. In the engineering department, teachers with different backgrounds had different ideas as to how material should be taught. Among several schemes for overcoming this difficulty was one in which a group of teachers was asked to work through the drawings and keep running records of step-by-step procedures and difficulties.

3. Since all equipment was bought new, the chemistry department was able to start out with semi-micro equipment. The procedure used was to train certain teachers in its use and then to use them for training others. A manual for semi-micro methods was prepared and published by one member of the staff.

4. In history and political science, the department head wrote orientation brochures for both faculty and students. Elastic syllabi were used as guides. Group conferences resulted in modification of the curriculum and in common drafting of quiz questions. A broad coverage of literature in the field was instituted and one period per week was devoted to an assembly to hear speeches by actual office holders.

Most of the other departments modified the usual techniques of instruction as a result of the in-service program.

Early accreditation of the Associated Colleges is pointed to as evidence of the success of the program.

It is argued also that this experiment has pointed the way to the adaptation of industrial organizational techniques to educational purposes. The author cautions, however, that this sort of thing cannot be done adequately without proper budgetary provision.

**JULIAN L. WOODWARD**, "The Use of Public Opinion and Market Research Techniques in Education," *The Educational Record*, XXX (April, 1949), 186-196.

The author points out that while public opinion polls are not always 100 per cent accurate, there are a number of practical situations—in education as well as in business—in which even 80 percent accuracy is far better than no information at all.

Market research is described as consisting of two things: sampling and the art of interviewing. Sampling involves, for example, the problem of constructing an accurate picture of opinion in the United States on an issue by questioning around 3,000 people. It is possible to get 85 to 95 percent accuracy by use of proper sampling techniques. These techniques have been developed.

The biggest problem lies in getting *truthful* and *accurate* answers from the people interviewed. This problem is elaborated in the article.

Woodward advances four areas in which the technique of polling might be used profitably in education:

1. *Studies of the educational market.* It is possible to study such matters as the number of students who wish to enter a particular college, the effect of tuition costs on future college plans, the effect of publicity upon demand for the services supplied by a college, and the need for further curricular offerings.
2. *Research on the product.* Few colleges have collected evidence as to the impact of their influence upon their students—what ways

the college contributes to the student's welfare, and how such contributions can be increased. Careful public opinion survey techniques can supply many of the answers to such problems.

3. *Institutional public relations.* What do citizens know about the schools? What do they think of them? Is there any demand for vocational education or for adult education? What do parents think of procedures in a private school? All such questions are important and should be answered.
4. *Measuring potential public support for educational programs.* In the projecting of educational programs, it is important to measure the public's knowledge of the needs of the schools and its willingness to support such programs.

Lastly, the author suggests possible ways of conducting public opinion research. It is his opinion that local research can be conducted by *properly trained* members of the educational system's staff. Commercial agencies conduct low profit research for agencies interested in good citizenship. Furthermore, local governments can set up their own research agencies as has the State of Washington.

**DEAN NEWHOUSE** and **FRANKLIN KILPATRICK**, "Polling Student Opinion by Telephone," *Journal of Higher Education*, XX (April, 1949), 206-208.

Friction between faculty and students, failure of students to use facilities made available to them, protests by students against policy changes made by the administrative officials all may often be avoided if a means is found to canvass student opinion.

Evidence exists in market research publications that a properly conducted survey of a small but representative sample of students would yield usefully reliable results. The authors report on investigations of the efficiency of conducting such a poll by telephone.

A series of five polls was conducted at the University of Washington dur-



ing the spring semester of 1946. Samples of 130 to 300 students were selected by various random sampling techniques. The composition of each sample was compared with the registrar's report on the composition of the entire student body. No significant statistical differences were found as to age, sex, class, college, veteran or non-veteran status, Greek or independent. To study the effect of the use of the telephone as compared to personal contact, a personal interview poll was conducted concurrently with the telephone poll. A statistically significant difference in the two methods was found in only one of the eleven questions.

It was concluded that the technique of telephone polling is worth considering. One of the polls was carried through completely in less than 24 hours by one trained individual with 6 hours of secretarial help and 15 hours work done by ten interviewers. Two other polls were completed in less than 72 hours each. The advantage of getting crucial information quickly was demonstrated clearly in several of the polls used. Once the work became known on the campus, requests for polls came from faculty and students at the rate of six or eight each week.

EDWIN B. CROMWELL, "Junior College Built at Low Cost. . . " *Nation's Schools*, XLIV (April, 1949), 37-39.

Mr. Cromwell describes the construction of a new plant at Little Rock Junior College for which his firm did the architectural work. The program of development is described with particular reference to two classroom buildings recently completed. The cost was \$9,440 per classroom or \$6.30 per square foot. This amount is exclusive of landscaping, site improvements, equipment and architects' fees but includes plumb-

ing, electrical wiring and fixtures, and heating. This low cost is attributed to several factors, among them being a simplified reinforced concrete system, a modular design, and simplification of interior and exterior finishes.

A major feature is the "entry" system. Each building has three entrance stair halls around which are grouped four classrooms, an office for each two classrooms, and boys', girls', and teachers' rest rooms. Each entry has its own heating system and entries are connected by covered walkways. Comparison with typical buildings shows that elimination of corridors reduces the finished area of the building by about 20 per cent. This also eliminates much expensive finishing material such as terrazzo floors and tile wainscots.

Control of light and ventilation by careful window placement and details of construction and equipment are set forth in the article.

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